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ABSTRACT

This report of a curriculum seminar at Washington State University is focused on the use of textbooks in both schools and libraries. Incorporated within Chapter 1 are topics concerning the textbook industry and how it works, a short discussion of the publishing structure, and information about the developmental costs of both curriculum and textbooks. Selected legal considerations of the textbook industry are the subjects for Chapter 2. Local textbook selection mechanisms are discussed in Chapter 3 and two models provide examples of procedures for systematic textbook selection and the establishment of selection criteria. Chapter 4 presents an abbreviated version of the rationale and approach by which language arts texts may be evaluated from kindergarten through grade 12. Sets of criteria by which to judge physical science textbooks for the junior high school and secondary schools as well as the first year of university courses are illustrated in Chapter 5. Chapters 6 and 7 discuss the rationale and criteria for selecting and judging general mathematics textbooks and junior high school American History textbooks. The sample models of checklists or evaluation forms may be used or adapted for textbook analysis. (Author/VT)

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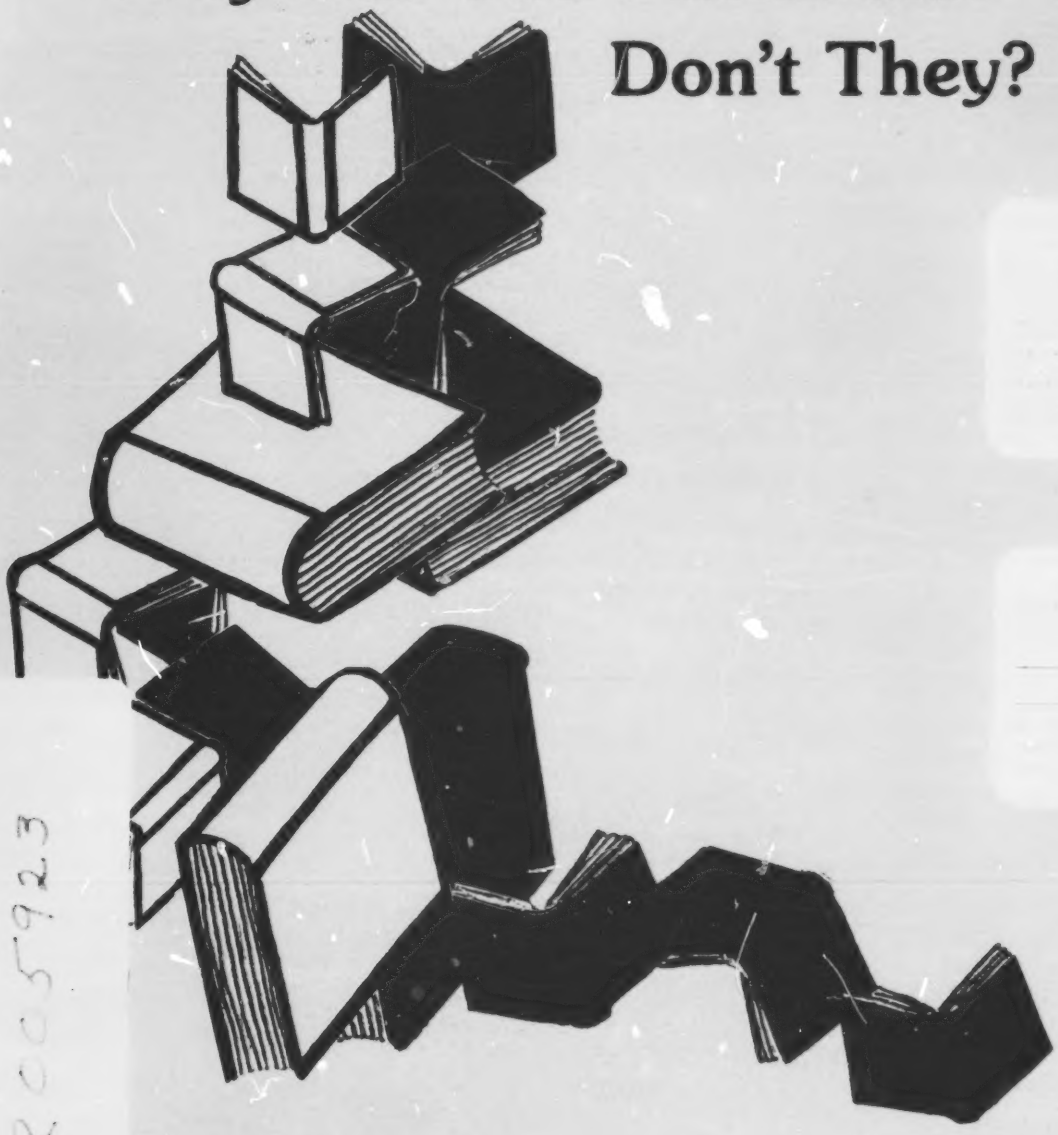
They Still Use Textbooks--Don't They?



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FOREWORD

This special bulletin, a monograph on "They Still Use Textbooks - Don't They?" or "Textbooks: Selection and Criteria for Evaluation", is unique in several ways.

First, this started as a classroom project with little thought of its statewide application. However, when the final material was compiled by Dr. Donald C. Orlich, Professor of Education, Washington State University, he phoned SIRS, to find out if it did have statewide implications.

We felt there was an urgent need for this practical, primary "tool" for all school districts of the state. There has been a void in this subject for many years.

Second, this is the type of teamwork we so desperately need in the educational family. With professors, classroom teachers and administrators all putting their talent and effort together to solve a problem and then to produce a very worthwhile document.

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T H E Y S T I L L U S E T E X T B O O K S--
D O N 'T T H E Y?

A Special Monograph

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December, 1977

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This monograph represents a very heavily edited and reduced work. The editor takes responsibility for reducing the seminar report from its initial size to that of about 35%--which is published within.

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CHAPTER 1

THE TEXTBOOK--A MAJOR TOOL FOR LEARNING

Donald C. Orlich

During the early fifties a comic response made popular by a song of that era was, "It's in the book!" "It's in the textbook" may be even a more common response by students as they participate in the daily activities of schooling. Other than the chalkboard and eraser, the textbook is the "hallmark" of formal education (schooling) for millions at all levels of learning. So pervasive is the presence of the textbook that its use is seemingly beyond the need for critical analysis--save in doctoral dissertations.

The latter comment is substantiated in that an examination of two editions of the Handbook on Research on Teaching shows that fewer than six research studies were cited about textbook content and criteria for textbook analysis in the 1963 edition (Gage) and less than one page of summaries was reported in the 1973 edition (Travers). Considering that the 1973 edition was a voluminous 1,400 pages, the cited literature concerning textbooks may properly be called a "dearth." The citations and research summaries in both research handbooks tended to cluster about the topics of readability, communication patterns and attitudinal variables. Thus, in two major compendia, there are virtually no detailed treatments about the primary "tool" of this nation's schools!

Although surprising, but not entirely unanticipated, we discovered one book published about the subject since 1955. This was Text Materials in Modern Education, edited by Lee J. Cronbach (1955). The above precludes historical treatments of textbooks, such as John Nietz's Old Textbooks (1961), Charles Carpenter's History of American Schoolbooks (1963), and doctoral dissertations.

One of the most thorough books prepared on the topic was published in 1931: The Textbook in American Education, Thirtieth Yearbook of the National Society for the Study of Education (NSSE) which was edited by Guy Montrose Whipple (1931). A synopsis of the above books and other studies will follow.

Responding to the "Void"

Having made the above observations, it was apparent to the writer that the topic would be most appropriate for a curriculum seminar. Such a seminar was organized at Washington State University for the Summer Session of 1977 and was entitled, "They Still Use Textbooks--Don't They?" Nine graduate students enrolled, and with their instructor began to examine and analyze the content of textbooks in junior and senior high school science, social studies, mathematics, and English. The overall analysis focused on a few selected textbooks in each discipline. That such few samples might be considered as "too few samples" for undisputable generalizations is acknowledged. Yet, the patterns of findings which we show tend to provide a challenge for more comprehensive study, and for even patterns which may subsist.

Elements Studied

The analytical elements which were used by the seminar participants clustered about six main topics:

1. Readability of the selected texts.

2. Sequencing and hierarchical development of topics.

3. Type and percentage of topics covered.

4. Comparison of content to university textbooks, where applicable.

5. "Concrete" vs. "formal" levels of presentation.

6. Non-reinforcement, i.e., introduction of a topic or concept without future reference in the text.

These six elements formed the matrices about which specific and general sets of textbook evaluate criteria were then generated. Evaluation forms appear throughout the report and in the Appendix.

The above topics were then augmented for this study's purpose by several other general concepts usually associated with textbooks. These concepts focus on: (1) assignments and use of texts; (2) bias--race, sex, cultural and political--in the presentation; (3) Preparation and research that precede textbooks preparation; (4) textbook selection procedures; and (5) the textbook industry, per se.

Organization of The Monograph

Our report is organized about several themes. Incorporated within Chapter 1 are topics concerning the textbook industry and how it works, a short discussion of the publishing structure and some interesting information about the developmental costs of both curriculum and textbooks.

Selected legal considerations of the textbook industry are the subjects for Chapter 2. Illustrations of how the State of Washington addresses textbook selection and adoption will be of interest to school district selection committees.

Local textbook selection mechanisms are offered in Chapter 3. Detailed analyses support systematic textbook selection and the establishment of selection criteria. Two Washington school district policies and regulations are included as general models.

Chapter 4 presents an abbreviated presentation of the rationale and approach by which language arts texts may be evaluated from kindergarten through grade 12.

Sets of criteria by which to judge physical science textbooks for the junior high school and secondary schools as well as the first year of university courses are illustrated in Chapter 5.

Chapter 6 discusses the rationale for the selection of general mathematics textbooks.

Chapter 7 contains the analytic criteria for judging junior high school American History textbooks.

The sample models of checklists or evaluation forms may be used or adapted for textbook analysis. Our emphasis is on adoption for district school class use. This report is presented as both a model for school district duplication or adaptation as well as a first effort to provide a brief, but current exploration of the textbook publishing industry.

The Textbook Industry

Textbooks form one element, albeit an important one, of the instructional materials used in the schools. One should not assume that the text is the total curriculum for any program. Curriculum is broadly defined as the intended outcomes of instruction--knowledge, abilities, skills, attitudes, values or behavior and other attributes intended for acquisition by learners (Schaffarzick and Sykes, 1977). Yet, one finds a close relationship between the adopted textbooks and a school's curriculum.

To what extent do textbooks have an impact on the schools? A report published by the National Institute of Education (NIE) states that while over 150 companies in the United States develop and produce instructional materials (including texts, films, filmstrips, slides, maps, workbooks) the elementary and secondary school market tends to be rather concentrated with seven firms having approximately 60% of total industry revenues. In the same NIE report, P. Kenneth Komoski, President of the Educational Products Information Exchange (EPIE), estimated that 95% of all classroom time is associated with textbook use! (Schaffaffarzick and Sykes, 1977, p. 9).

In a report prepared for the National Science Foundation, dated May 1, 1975, the BCMA Associates, Inc. reported that the estimated sales of the "el-hi" (elementary and secondary schools) publishing industry was about $1 billion per year. That $1 billion readily admitted is a huge figure, yet the writers of the report added that a survey conducted by the Association of American Publishers showed that the per-student expenditure for "printed instructional materials in 1973 was approximately $10.35" (BCMA, 1975, pp. 274-275). Reporting similar findings was Jonathan Hoffman (1974) who computed that textbook expenditures by school districts accounted for 1.0% of current expenditure during the 1973-74 school year. While the statistics are impressive, the amount of investment in curriculum materials is a tiny fraction of the school's operational budget.

Quite of interest to us were comparative data published in the National Society for the Study of Education's (NSSE) 1931 yearbook, The Textbook in American Education. Nelson B. Henry reported data showing that in 1927-28 for 13 states that purchased textbooks, an average of 1.7 percent was the percent of total expenditure spent on textbooks in the USA. As a percent of the current expenses for 1926 and 1928 in 13 states with free textbooks, the percent of annual current expenses paid for textbooks was 2.3 and 2.0 respectively, with the median for both years being 2.2 percent (Henry, pp. 224-226). Thus, in about 50 years, the relative percentage spent on textbooks has declined.

One last observation should be reported. There has been a phenomenon of "textbook publisher takeovers" by non-educational companies. Below is listed a sample of known " business mergers," with the merging company listed in parentheses.

American Book Company (Litton)
Bobbs-Merrill (ITT)
Ginn (Xerox)
D.C. Heath (Raytheon)
Holt, Rinehart & Winston (CBS)
Charles E. Merrill (Bell & Howell)
Random House School Division (RCA)
Science Research Associates (IBM)

Although incomplete, the above listing illustrates the potential of a new influence. While President Dwight D. Eisenhower spoke of the "Military-Industrial-Complex," we may be shortly analyzing the "Educational-Industrial-Complex."

The Publishing Structure

One does not simply "dash-off" a textbook and locate a willing publisher. While each el-hi company is organized differently, they all tend to have similar structures. Textbook companies have editorial, production, and marketing sections. These groups in turn rely on consultants, product managers, sales managers and sales representatives.

All of the preceding divisions or personnel share in a long-and short-range planning cycle. The plans attempt to project specific needs and goals for five or ten year periods. Indicated in the plans are: publishing schedules for specific instructional materials and texts, dates of anticipated adoptions by states and major school districts, prospective authors, and possible trends influencing the curriculum. Once a cost-effective decision has been made to publish a textbook or a series, the production and editorial activities are accelerated. Through a series of events ranging from identifying authors, agreeing on style and topics, orienting materials for grade levels, writing, rewriting, editing, and in some cases field testing; the materials are readied for final production and distribution through sales!

Production and Development Costs

Production costs are often very high. To write and produce a high school English text may cost between $50,000 and $100,000 reported Eric Broudy (1975). Broudy also stated that the Holt, Rinehart & Winston Oregon Curriculum (a high school English series) had a developmental cost of over $1 million. In addition, Holt's elementary reading program cost $9 million!

With such developmental costs, is it any wonder why school textbooks tend to illustrate a "stable" set of topics over long periods of time? It is estimated that Holt will need at least seven years, if not longer, to recover the investment from their English and reading series.

Companies no longer simply publish a basic textbook. A quiet revolution has already taken place in the el-hi business. Many programs are distributed in "kit" format or as multi-media materials. This trend has caused the publishing industry to commit great capital investments in their production activities, in the form of large inventories, which has the concomitant effect of causing the price of instructional programs to increase--and in the some cases dramatically (BCMA).

The necessity of having large inventories creates a condition of "locked-up" capital. The cyclical characteristic of purchasing creates the problem. With few noticable exceptions, text orders are placed in the spring with the expected delivery in August. This phenomenon tends to increase the costs of instructional materials, for there can be little flexibility in production or distribution.

As numerous professionals have observed, textbooks and the industry, per se, tend to be conservative; i.e., change very slowly.

Yet, we can examine the cost of production and implementation of federally funded programs in the math and science areas and observe in Table 1-1 the staggering investments made by the National Science Foundation, alone. Table 1-1 does not illustrate the costs shared by the U.S. Office of Education (USOE) or the National Institute of Education (NIE) for curriculum and instructionally related developmental costs. The latter would be minimal for education in general but high for career and handicapped education. The USOE tends to "mask" text development costs through grants for curriculum development efforts to local education agencies. An accurate federal involvement in curriculum construction would be far in excess of that reported by NSF!

Table 1-1. Curriculum Development and Implementation Costs for Selected National Science Foundation Curricula

Curriculum Project	Development Costs	Implementation Costs	Total Documented Costs
Physical Science Study Committee (PSSC)	$ 5,300,000	$6,800,000	$12,100,000
School Mathematics Study Group (SMSG)	14,400,000	2,260,000	16,660,000
Biological Science Curriculum Study (BSCS)	10,400,000	9,400,000	19,800,000
Elementary Science Study (ESS)	7,600,000	4,100,000	11,700.000
Science--A Process Approach (SAPA)	2,300,000	6,700,000	7,200,000
Science Curriculum Improvement Study (SCIS)	4,300,000	6,700,000	11,000,000
Intermedicate Science Curriculum Study (ISCS)	1,500,000	5,000,000	6,500,000
Man: A Course of Study (MACOS)	4,800,000	2,200,000	7,000,000

SOURCE: "National Science Foundation Curriculum Development and Implementation for Pre-College Science Education," Report prepared for the Committee on Science and Technology, U.S. House of Representatives, Ninety-Fourth Congress, Washington, D.C.: U.S. Government Printing Office, 1975, pp. 303-308, (Appendix 7).

One ought to be impressed by data in Table 1-1 that curriculum development is a very costly process, even in the public domain. (This is not to negate the private sector.) Yet, the total investment by the NSF in curriculum development and implementation between 1959 and 1975 was a sobering $186.6 million; with $106.8 million for curriculum development and $79.8 million for implementation. Implementation includes inservice dissemination activities. (Report prepared for Committee on Science and Technology, 1975, pp. 303-308).

As we have noted previously, textbooks do not make a curriculum. Yet, the schools may have more instructional material available to them than they can possibily ever use. P. Kenneth Komoski estimated that almost "500,000 separate curriculum programs" are on the market, not including those which teachers and school systems develop on their own (Schaffarzick and Sykes, p. 32). [Emphasis added.] We are quick to note that such local curriculum development, coupled with the NSF influence, in fact, has caused major changes in textbooks being produced in all fields of el-hi math and science. The impact of October 4, 1957 (Sputnik) was for more than those "hapless Russian peasants" ever anticipated!

CHAPTER 2

LEGAL CONSTRAINTS OF THE TRADE

Donald C. Orlich, Richard Huselton and Bill Mayberry

It would be simplistic thinking to believe that the publishing industry is cavalier about its wares. In the last analysis, publishers provide the schools that which sells: Or, as they say in the trade, "Kids, don't buy textbooks, teachers do!" If school boards, administrators, selection committees and professional associations collectively voice concerns, you can be assured that textbooks will reflect them. What can be further observed wrote Crane (1975) is that two states, California and Texas, tend to carry a disproportionate influence over textbook publishers.

"Why is this," you may ask?

Simply because they approve textbooks for a statewide adoption.

Recall from one of your lectures in Education 101 that Amendment X to the U.S. Constitution has been interpreted as giving states control over education. Twenty-two of the 50 states have seen fit to establish state textbook commissions which adopt either a text or a series of different texts for use by all local school districts in those respective states. It was only 1974 when the state of California ceased printing its state adopted textbooks with the plates being furnished by the publishers. California now adopts a multiple list of textbooks furnished directly from publishers (Crane).

The adoption of state sanctioned texts even lead to well documented cases such as in Virginia where the legislature appropriated public monies to produce and distribute a "distorted" version of that great commonwealth's history (Eichelman).

But, back to our main point. When states with the educational and financial "clout" of California and Texas adopt textbook series, there is a concomitant effect on the other 48. Publishers will change, revise, delete, or write to placate other anticipated conservative views of these two rather wealthy customers. In doing so, these same texts will not be altered, say to meet a more "liberal" element in the state of Washington--which does not have a state adoption law. Publishers know that if it sells in Texas and California, it'll surely sell "in Peoria."

Arley F. Rost (1960) discussed, in detail, the role of state-wide textbook adoptions and the impact they have on national trends. Rost's thesis that such adoptions do tend to establish "trends" for other states is still valid, now 17 years later. Rost also provided a strong rationale, supported by publishers, that multiple adoptions allow greater latitude for local selection--if a state does "adopt" textbooks. Rost suggested that every school or district have committees which continuously examine "instructional materials." A similar thesis was written by Ellwood P. Cubberly in the 1931 yearbook of NSSE, The Textbook In American Education. (We warned you that the ed business was "conservative," didn't we!)

One State's Approach

As was noted, 22 states do have adoption mechanisms through which local school districts are influenced. The remaining 28 states vary in the manners by which "open" adoptions are conducted. For the purpose of this report, we believe that the Washington state model offers the kind of prudence that is needed when selecting instructional materials, and yet provides a positive set of guidelines for school districts. We would recommend Washington's mechanism which follows as a prototype to the other 49--especially those 22 states with textbook commissions.

Legal Basis for Selection of Instructional Materials

The Revised Codes of Washington state (RCW) and the Washington Administrative Code (WAC) specifically address the duties and responsibilities for the state's school districts. The following quotes from the RCW's and WAC's are self-explanatory.

SELECTION OF INSTRUCTIONAL MATERIALS
RCW 28A.58.103*

28A.58.103 Directors -- Instructional materials -- Instructional materials committee -- Disposition of used or obsolete material.

Every board of directors, unless otherwise specifically provided by law, shall:

(1) Prepare, negotiate, set forth in writing and adopt, policy relative to the selection of instructional materials. Such policy shall:

(a) State the school district's goals and principles relative instructional materials;

(b) Delegate responsibility for the preparation and recommendation of teachers' reading lists and specify the procedures to be followed in the selection of all instructional materials including textbooks;

(c) Establish an instructional materials committee to be appointed, with the approval of the school board, by the school district's chief administrative officer. This committee shall consist of representative members of the district's curriculum development committees, and, in the case of districts which operate elementary school(s) only, the educational service district superintendent of schools, one of whose responsibilities shall be to assure the correlation of those elementary district adoptions with those of the high school district(s) which serve their children;

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*Source: Donald Hair, Thomas P. Hannon and Jean Wieman, Guidelines for the Development of Instructional Materials Selection Policies. Olympia: Superintendent of Public Instruction, November, 1975, pp. 3-5.

(d) Provide for terms of office for members of the instructional materials committee;

(e) Provide a system for receiving, considering and acting upon written complaints regarding instructional materials used by the school district;

(f) Provide free textbooks, supplies and other instructional materials to be loaned to pupils of the school, when, in its judgment, the best interests of the district will be subserved thereby and prescribe rules and regulations to preserve such books, supplies and other instructional materials from unnecessary damage.

Recommendation of instructional materials shall be by the district's instructional materials committee in accordance with district policy. Approval shall be by the local school district's board of directors.

Districts may pay the necessary travel and subsistence expenses for expert counsel from outside the district. In addition, the committee's expenses incidental to visits to observe other district's selection procedures may be reimbursed by the school district.

Districts may, within limitations stated in board policy, use and experiment with instructional materials for a period of time before general adoption is formalized.

Within the limitations of board policy, a school district's chief administrator may purchase instructional materials to meet deviant needs or rapidly changing circumstances.

(2) Establish a depreciation scale for determining the value of texts which students wish to purchase.

Local boards of school directors may declare selected instructional materials obsolete and dispose of them by sale to the highest bidder, following public notice in a newspaper of general circulation in the area. [1971 c 48 & 29; 1969 1st ex.s. c 223 & 28A.58.103. Prior: 1967 ex.s. c 29 & 1, part; 1963 c 234 & 1, part; 1963 c 5 & 1, part; 1961 c 305 & 1, part; 1961 c 237 & 1, part; 1961 c 66 & 1, part; 1955 c 68 & 2, part. Formerly RCW 25.58.100 (8) and (9).]

WAC 180-48-010 SELECTION OF INSTRUCTIONAL MATERIALS - SCHOOL DISTRICT POLICY IN WRITING

In compliance with statutory requirements as prescribed in RCW 28A.58.103 [RCW 28A.58.103 (2)], each school district shall have a written policy outlining the process for the selection and adoption of instructional materials, print and non-print, which policy shall include provision for the challenging of such materials by a child's parent, or legal guardian. [Order 8-69, sec. 180-48-010, filed 12/5/69, eff. 1/5/70.]

CHAPTER 226, 1st EXTRAORDINARY SESSION, LAWS OF 1975

The Superintendent of Public Instruction shall develop regulations and guidelines to eliminate sex discrimination as it applies to public school employment, counseling and guidance services to students, recreational and athletic activities for students, access to course offerings, and in textbooks and instructional materials used by students. SECTION 2. (5). Specifically with respect to textbooks and instructional materials, which shall also include, but not be limited to, reference books and audiovisual materials, they shall be required to adhere to the guidelines developed by the Superintendent of Public Instruction to implement the intent of this chapter: PROVIDED, That this subsection shall not be construed to prohibit the introduction of material deemed appropriate by the instructor for educational purposes.

(The requirements of Chapter 226, 1st Extraordinary Session, Laws of 1975, SECTION 2. (5) shall be met through each school district's instructional materials policy as required by RCW 28A.58.103. Each school district policy shall include as part of the selection criteria a statement relating to equal treatment of the sexes in instructional materials hereafter developed or purchased. Such criteria shall be consistent with the selection criteria as endorsed by the State Board of Education. Furthermore, each school district shall require the Instructional Materials Committee to establish and utilize screening criteria for identifying sexual bias in instructional materials, prior to formal adoption of such materials by the board of directors.)

CRITERIA FOR SELECTION OF INSTRUCTIONAL MATERIALS
ENDORSED BY THE STATE BOARD OF EDUCATION - DECEMBER 6, 1974

The cornerstone of learning resources programs should be a written selection policy that gives both shape and direction to the development of that program as an integral part of the instructional process.

In compliance with RCW 28A.58.103, requiring districts to "prepare, negotiate, set forth in writing and adopt policy relative to the selection of instructional materials", such policies and procedures shall reflect, but not be limited to, the following concerns:

(1) Instructional materials shall enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.

(2) Instructional materials shall stimulate student growth in conceptual thinking, factual knowledge, physical fitness, literary appreciation, aesthetic values, and the development of ethical standards.

(3) Instructional materials shall be of sufficient variety so as to present opposing views of controversial issues in order that young citizens may develop the skills of critical analysis and informed decision making.

(4) Instructional materials hereafter developed or purchased shall contribute to the development of an understanding of the ethnic, cultural, and occupational diversity of American life.

(a) Instructional materials shall objectively present the concerns and build upon the contributions, current and historical, of both sexes, and members of the several specific religious, ethnic and cultural groups. School districts should recognize, however, that under certain conditions, biased materials may represent appropriate resources in presenting contrasting and differing points of view.

(b) Instructional materials shall provide models which may be used as a vehicle for the development of self-respect, ethnic pride and appreciation of cultural differences, based on respect for the worth, dignity, and personal values of every individual.

(5) Instructional materials including textbooks (single or multiple) programmed learning, telecourses, packaged courses or units, filmed courses, and the like are generally the basic resources for teaching and learning. Therefore, all of the above criteria should be adhered to in their selection.

Interpretation about Washington's Laws and Regulations

The previously stated sections of the RCW's and WAC's were analyzed by the State's Attorney General's Office. Below are a series of explanatory opinions which interpret the legislative intent and the applicability of the laws and regulations (Hair, et al, 1975, pp. 6-8).

28A.58.103 DIRECTORS -- INSTRUCTIONAL MATERIALS -- INSTRUCTIONAL MATERIALS COMMITTEE -- DISPOSITION OF USED OR OBSOLETE MATERIAL. EVERY BOARD OF DIRECTORS, UNLESS OTHERWISE SPECIFICALLY PROVIDED BY LAW SHALL:

RCW 28A.58.103 (1) "PREPARE, NEGOTIATE, SET FORTH IN WRITING AND ADOPT, POLICY RELATIVE TO THE SELECTION OF INSTRUCTIONAL MATERIALS."

Guideline: It is presumed here that school district boards of directors will involve the professional staff charged with both overall and specific responsibility for the selection of instructional materials (in addition to teachers involved in direct utilization of materials in the classroom) in the drafting of this policy.

Included in this section of the policy may be the general selection criteria as endorsed by the State Board of Education. Additional specific criteria relating to various categories of instructional materials, e.g., films, ephemeral materials, textbooks, etc. may be included either in this section or as part of the statements of procedures or as addendum to the basic policy statement.

This section should also contain an explanation of the role of instructional materials in the learning and teaching process as implemented through the district's instructional program.

RCRCW 28A.58.103 (1) (b) "DELEGATE RESPONSIBILITY FOR THE PREPARATION AND RECOMMENDATION OF TEACHERS' READING LISTS..."

Guideline: Here the law assumes that the board will delegate responsibility for the preparation and recommendation of teachers' reading lists to the appropriately trained certificated staff.

While teachers will prepare suggested lists of reading and also all other instructional materials used in their classes, this delegation does not imply final responsibility, which must rest with the board of directors. Along with delegation of responsibility should be a clarification of authority and an indication of the proper lines of communication.

RCW 28A.58.103 (1) (b) "...AND SPECIFY THE PROCEDURES TO BE FOLLOWED IN THE SELECTION OF ALL INSTRUCTIONAL MATERIALS INCLUDING TEXTBOOKS."

Guideline: It is important that the policy include within the procedures <u>all</u> instructional materials used in the schools. While different procedures may be followed for various types of materials and less specific or exhaustive criteria applied to transient or temporary types of material, it is important that selection procedures for materials in the learning resources center, textbooks, audio visual materials, (whether owned by the district, borrowed from the educational service district, or rented from some other agency) be spelled out and followed.

The wording of this law intermingles policy and procedural requirements. One method to keep procedural details separate from policy statements is to include a general statement in the policy referring to the procedures, indicating that such procedures have been adopted by the board.

In order to simplify the procedural process, consideration may be given to the adoption of a process of "certification" verifying that the district policy and procedures have been followed.

RCW 28A.58.103 (1) (c) ESTABLISH AN INSTRUCTIONAL MATERIALS COMMITTEE TO BE APPOINTED, WITH THE APPROVAL OF THE SCHOOL BOARD, BY THE SCHOOL DISTRICT'S CHIEF ADMINISTRATIVE OFFICER. THIS COMMITTEE SHALL CONSIST OF REPRESENTATIVE MEMBERS OF THE DISTRICT'S PROFESSIONAL STAFF, INCLUDING REPRESENTATION FROM THE DISTRICT CURRICULUM DEVELOPMENT COMMITTEES, AND IN THE CASE OF DISTRICTS WHICH OPERATE ELEMENTARY SCHOOLS ONLY, THE EDUCATIONAL SERVICE DISTRICT SUPERINTENDENT, ONE OF WHOSE RESPONSIBILITIES SHALL BE TO ASSURE THE CORRELATION OF THOSE ELEMENTARY DISTRICT ADOPTIONS WITH THOSE OF THE HIGH SCHOOL DISTRICTS WHICH SERVE THEIR CHILDREN.

RCW 28A.58.103 (1) (d) PROVIDE FOR TERMS OF OFFICE FOR MEMBERS OF THE INSTRUCTIONAL MATERIALS COMMITTEE.

Guideline: This committee should be broadly representative of all district curriculum committees, including K-12 and, if at all possible, interested citizens and students. It is important that membership on the committee be rotated in order to assure continuity and a variety of input from the educational community. In the case of non-high school districts, it is the responsibility of the local board of directors to request representation from the Educational Service District. If subcommittees or task forces are to be formed to deal with specific related issues these groups should also be provided for in this portion of the policy.

The duties of the instructional materials committee should be outlined in this section and may include functions other than those related only to the selection of materials. For example, this committee might be charged with responsibilities for: reviewing all material in regard to sexual and racial bias; developing long plans and goals for the acquistion of all instructional materials; planning development of the total district wide media program; regular review of all textbooks in use in the district.

RCW 28A.58.103 (1) (e) PROVIDE A SYSTEM FOR RECEIVING, CONSIDERING AND ACTING UPON WRITTEN COMPLAINTS REGARDING INSTRUCTIONAL MATERIALS USED BY THE SCHOOL DISTRICT.

Guideline: This section should be very carefully developed and written in order to provide for the rights of reconsideration and appeal on the part of not only camplaints by members of the community, but also the professional teaching staff, administrators and students. Rights and responsibilities of all concerned should be spelled out and timeliness specified either in the policy statement here or in an accompanying procedural statement. It is essential that this section and any accompanying forms be directed to not only print materials, but to all types of instructional materials used by the school district. This section of the policy may also include criteria pertinent to the study of controversial issues and materials.

RCW 28A.58.1C3 (1) (f) PROVIDE FREE TEXTBOOKS, SUPPLIES AND OTHER INSTRUCTIONAL MATERIALS TO BE LOANED TO THE PUPILS AT THE SCHOOL, WHEN, IN ITS BEST JUDGMENT, THE BEST INTERESTS OF THE DISTRICT WILL BE SUBSERVED THEREBY AND PRESCRIBE RULES AND REGULATIONS TO PRESERVE SUCH BOOKS, SUPPLIES AND OTHER INSTRUCTIONAL MATERIALS FROM UNNECESSARY DAMAGE.

Guideline: While the law specifies "free" this portion of the law does not preclude districts from establishing a deposit fee to be paid by students ensuring against unnecessary damage or loss of materials. It does, however, prohibit students being required to purchase materials necessary for use in their classrooms with certain exceptions.

RCW 28A.58.103 RECOMMENDATION OF INSTRUCTIONAL MATERIALS SHALL BE BY THE DISTRICT'S INSTRUCTIONAL MATERIALS COMMITTEE IN ACCORDANCE WITH DISTRICT POLICY. APPROVAL SHALL BE BY THE LOCAL SCHOOL DISTRICT's BOARD OF DIRECTORS.

Guideline: This particular portion of the law clarifes the role of the committee as contrasted with the role of the board. It is essential that final approval rest with the board of directors and that any delegation of responsibility be made very specific.

RCW 28A.58.103 DISTRICTS MAY PAY THE NECESSARY TRAVEL AND SUBSISTENCE EXPENSE FOR EXPERT COUNSEL FROM OUTSIDE THE DISTRICT. IN ADDITION, THE COMMITTEE'S EXPENSES INCIDENTAL TO VISITS TO OBSERVE OTHER DISTRICT'S SELECTION PROCEDURES MAY BE REIMBURSED BY THE SCHOOL DISTRICT.

. . . . . .

In Summary

The previous excerpts and discussion certainly indicate that a teacher in el-hi no longer selects a textbook or even a film on an independent basis. The complexities of expanding awareness, accountability and centralized state controls are all eroding the concept of "academic freedom" in instructional materials selection. One can describe the selection process as a dilemma or a challenge. Or, as Broudy (1975) asked, "Should textbooks illustrate the reality of what is--or should textbooks reflect a condition of what ought to be." That question is answered in part by contemporary legal constraints--what ought to be.*

*One is tempted to argue the virtue of reality, values, ethics, aspirations, and the use of police power of the state to indoctrinate; but our monograph is not the time or place to do so; although the issue should be recognized and addressed by educators.

CHAPTER 3

TEXTBOOK SELECTION MECHANISMS AT THE LOCAL LEVEL

Richard Huselton and Bill Mayberry

There is a major difference between a book for general readership and one accepted for classroom use. In the first case, the individual has freedom of choice whereas the student has little choice in book selection. Students are compelled to study from an adopted textbook, and in this case, patrons of our schools have a right to insist on intellectual honesty, accuracy, and objectivity.

The textbook is the teacher's most basic and widely used educational tool. Thus, all educators should be concerned whether textbooks are written in ways which present events correctly or counteract previously held misconceptions. The latter can help students attain a more honest, although more complicated, view of America and contemporary society. Everyone has the right to an opinion, and the right to be wrong. But a textbook has no inherent right to be wrong, biased or to insult the intelligence of the students who must use it.

Some Points To Consider

With the variety of goals being addressed by schools, and the pressure to become more sensitive to learners, it has become increasingly more complex to select a "worthwhile" textbook in both required and elective courses. Not only have curricula been established to achieve different objectives, but the teaching methods and strategies used to achieve these ends also vary. Most schools have expanded educational offerings so that a number of different teachers are responsible for teaching in some course. Seldom is it possible for one teacher to determine the entire course of study and then select the required materials. As Reynolds (1975) stated: "Teachers, principals, parents and students agree on the importance of textbooks and because of this, emotions can run high in textbook selections and adoption procedures" (p. 275).

For the above reasons, and others, school districts now place considerably greater emphasis on textbook adoption procedures than ever before. After all it was a textbook that lead to a "minor" war in Kanawha County, West Virginia in 1974.

Textbook Selection

A sound understanding of the reasons underlying district adoption procedures is absolutely essential for <u>all</u> faculty members. Administrators must find the time, and provide a means, for having members of the teaching staff understand not only how books are adopted, but why an organized thoughtful process must be utilized.

Teachers must continually be aware of the importance of "teaching to objectives" established within scope and sequence for a particular discipline. Today's curriculum is designed to be learned by students over a period of years in most subject areas. As a result, the teacher must direct students' learning to those planned objectives. Peavey (1976) reminds us of this fact by noting that: "The indirect objects of learning are countless. However, both the teachers and their students should bear in mind that the subject remains the direct object of their daily effort" (p. 214).

And, since objectives of lessons are vital to learning, it follows that textbooks must assist the learner in reaching as many of the established objectives as possible. Therefore, the teacher and the textbook form a team which helps the learner to achieve the desired objectives.

It may be assumed that textbooks are valuable tools. The problem is to determine how they will help "each" learner.

Why Select A New Textbook?

It is assumed that a new textbook is needed every few years. This assumption needs to be challenged. Is the present textbook outdated, too narrow in scope, limited in the way it can be used, not meeting the needs of the students? These are among the questions to be considered when selecting a new adoption. U.S. History teachers, for example, must ask themselves, "What should be stressed in the text?" Students will live in the "real world" where they will be bombarded by events and conflicting information, and they will have to interpret all data as best they can. The task of U.S. History teachers, then, must be to have materials, whether a single textbook or a multiple adoption, that will best answer, "What should we teach and why?"

We conclude that a textbook is best used as a basic guide which helps in meeting the desired general objectives. Students in any given class will, because of varied learning progress, read and comprehend the textbook in different ways. The selected textbooks must be written in a style which will maintain the interest of the majority of class members, at the same time stimulate the more advanced students, and be basic enough not to lose the slower student. Further, they must be written at a level which is appropriate for the intended age of class.

What Level Of Textbook Is Selected?

The type of textbook being selected must depend largely on how teachers will use the text in their instructional planning.

As Virgil E. Herrick (1950) was cited by Cronback (1955), three types of instructional planning seem to take place in a classroom. These levels should be reviewed before selecting a textbook.

Level III - planning which places the least responsibility on the teacher.

Level II - planning becomes a group process.

Level I - planning which gives the teacher the greatest initiative and control.

Level III textbooks are often referred to as "Teacher-Proof-Texts." The teacher follows the textbook, or planing activities, can teach from page to page and chapter to chapter without deviating, adding or really knowing much more than the students.

Level II textbooks can be adapted where curriculum planning becomes a group process within the local school. For the Level II instructor, the important criterion is to develop a course within a carefully planned local curriculum. Materials are further selected to fit a topic or theme.

Level I textbooks permit the teacher to make adaptions and allows the students, through the use of resource materials, to plan for themselves. This level requires resource materials, arouses motivation for study, provides for individual differences, and possibly develops critical thinking.

Thus, the intended use of the textbooks is as important as the content within it.

Establishment of Local Selection Criteria

Procedures

School districts must adopt standardized procedures which permits those using the book to have some opportunity to provide in-put into the selection. If the district is too large to provide a means for all faculty members to be participants in selection, than an adequate representative group must be established. The representative group membership should reflect teachers from different buildings, minority groups, women, supervisors, administrators, and appropriate grade level leaders. Quite obviously, such a group could become impossibly large, thus, representativeness becomes the critical criterion.

Varying practices are in use which address the question of "Who Should Be Involved in Selecting Textbooks?"

Common Practices

There are four general methods of selecting texts: (1) selection by individual teachers, (2) selection by individual school facilities, (3) selection by the superintendent or principal, and (4) selection by committees. In all cases, the textbook to be selected must be recommended to the local school board of education for the official adoption and purchase.

The process of having an individual teacher select the textbook to be used has merit--if one considers that the teacher knows best what is needed for the course and methods of teaching it. The teacher ought to know the students better then anyone else. However, a teacher tends to reflect personal biases and lacks the ability to coordinate with others.

The practice of selecting a text by respective buildings has been used. But, such a practice leads to a lack of district coordination.

The practice of text selection by the superintendent can become dangerous, especially since administrative activities are typically unrelated to classroom action.

The practice of selection by committee, it appears, is the most common practice used. It allows for more people to be involved, less chance for poor decisions, and better potential for coordination.

Procedures For Selection

The process used to select a textbook is as important as those who will be selecting the textbook. Again, through experience, there are at least five basic steps enumerated below.

1. The selection process should be thoroughly planned in advance.

2. A statement of general objectives and philosophies should be prepared in advance.

3. A detailed written set of criteria should be prepared by the selection committee.

4. Textbooks should be solicited from a wide variety of types and companies.

5. A screening committee should be established so that the text is critically examined and systematically evaluated.

Note the "openness" of the above process. This is contrast to the appointment of "secret committees" which Nelson B. Henry condemned in 1931! (Whipple, p. 185) But, let us focus on the concept of involvement.

Involvement

When selecting learning materials, it is essential for administrators to involve as many professionals as possible. Teachers who use the text and those who do not should all be appointed to the selection committees. Robert G. Brown provides an excellent insight into this problem by noting that:

> In Florida, teachers are quite remote from selection and purchase of textbooks, and other curricular materials, though their distance is disguised by a periodic pseudodemocratic ritual rain dance which serves to woo the classroom teacher into feeling that someone, somewhere, is acting in his best interests. The State Board of Education, along with certain selected university professors, county supervisors, and a small handful of in-service teachers, seeks to examine and evaluate texts and materials offered by publishing houses for sale to schools. This procedure takes place every five years. (What happens during the four intervening years is a subject for speculation.) From this study "adoptions" are made (p. 111).

The problem of state adoption addressed by Brown is not present in Washington state. Our state has assumed that professionals are more responsible and reliable when they all have a part in the making of curriculum decisions. Once teachers know that their comments,

suggestions, criticisms, and recommendations will be given every consideration, conscientious professional effort follows. Further, a procedure which involves teachers in writing course objectives along with textbook selection will provide an academic pay-off for students.

Consequences of Lack of Procedures

If procedures are not established which lead to broad involvement, then there is a good chance that the selected textbook may not be the best one and its selection may be the result of: (1) political decisions; (2) purchase of books from the sales representative with the "best pitch"; (3) diversity in procedures for selection; (4) perpetuation of lack of training in selection, and (5) the bandwagon effect: you buy because everyone else is using it.

Formalizing Selection Procedures

Washington State Administrative code requires all school districts to "prepare, negotiate, set forth in writing and adopt, policy relative to the selection of instructional materials." In addition WAC 180-48-010 states:

> In compliance with statutory requirements as prescribed in RCW 28.58.103, each school district shall have a written policy outlining the process for the selection and adoption of instruction materials, print and non-print, which policy shall include provision for the challenging of such materials by a child's parent or legal guardian.

Establishment of said rules and regulations helps ensure consistant, legal, and adequate procedures for textbook adoptions.

As models, two sets of materials are included to illustrate how the Marysville, Washington School District Number 25 and Ephrata, Washington School District Number 165 established board adopted "policies" and "procedures" for the adopting of curriculum materials and textbooks. These models are reproduced so that other districts may share in their use or modification.

Model Number 1

MARYSVILLE SCHOOL DISTRICT NO. 25
Marysville, Washington

INSTRUCTIONAL MATERIALS POLICY #500

I. Purpose: The instructional goals of Marysville School District are to offer opportunities for students to acquire knowledge and understanding. To carry out this purpose the Board of Directors establish that it shall be the policy of the Marysville School District:

A. To provide free of charge to each pupil such textbooks and supplies as are necessary to assure optimum classroom learning. Provided, however, that each pupil shall be required to exercise reasonable care in the use of such materials.

B. To select books which offer materials of high quality for use at all grade levels and in all subject areas, to provide an effective basic education for all students, and to insure flexibility sufficient for meeting the special needs of individuals and groups. The method of selection shall provide for an evaluation of textbooks currently available and for a program of classroom pilot usage of those books judged most likely to meet established criteria.

C. That processes be developed for the consideration and approval of basic and supplementary materials, library materials, cursory materials and reading lists. It is required that these procedures be adhered to in the consideration and selection of all materials.

D. To establish an Instructional Materials and Curriculum Committee whose functions shall include making recommendations of instructional materials in accordance with District policy and developed administrative pocedure.

E. To provide parents and guardians an opportunity to review within a reasonable time frame those instructional materials which will be or are being used in their children's courses of instruction.

F. To delegate responsibility for the preparation and recommendation of teachers' reading lists.

G. To provide an orderly process by which a complaint which challenges the treatment or appropriateness of any textbooks or instructional materials may be appealed.

H. To provide opportunities for all children to achieve their maximum intellectual growth and development.

II. Criteria and Selection

Selection of instructional materials shall include the following criteria:

A. Instructional materials shall enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.

B. Instructional materials shall stimulate student growth in conceptual thinking, factual knowledge, physical fitness, literary appreciation, aesthetic values, and the development of ethical standards.

C. Instructional materials shall be of sufficient variety so as to present imposing views of controversial issues in order that young citizens may develop the skills of critical analysis and informed decision making.

D. Instructional materials hereafter developed or purchased shall contribute to the development of an understanding of the ethnic, cultural, and occupational diversity of American life.

1. Instructional materials shall objectively present the concerns and build upon the contributions, current and historical, of both sexes, and members of the several specific religious, ethnic and cultural groups. School districts should recognize, however, that under certain conditions, biased materials may represent appropriate resources in presenting contrasting and differing points of view.

2. Instructional materials shall provide models which may be used as a vehicle for the development of self-respect, ethnic pride and appreciation of cultural differences, based on respect for the worth, dignity, and personal values of every individual.

E. Instructional materials including textbooks (single or multiple), programmed learning, telecourses, packaged courses or units, filmed courses, and the like are generally the basic resources for teaching and learning. Therefore, all of the above criteria should be adhered to in their selection.

III. The Superintendent is directed to develop the necessary administrative procedures to implement this policy.

Reference:
RCW 28A.58.103
WAC 108-48-010
Chapter 226, 1st Executive Session

MARYSVILLE SCHOOL DISTRICT
Marysville, Washington

ADMINISTRATIVE PROCEDURES

I. Purpose:

The purpose of these administrative procedures is to implement the Instructional Materials Policy #500.

II. To implement the Instructional Materials Policy a wide variety of instructional materials will be used in the Marysville School District classrooms. These materials can be categorized in the following ways:

A. Basic materials - those print and non-print materials which are used for the basic structure of a curricular area in a class or grade.

B. Supplementary materials - these materials which are used to support, enrich, and individualize the curriculum of a curriculum area in a class or grade level. The way in which these materials are used in a classroom is the primary criteria for determining whether it is supplementary or basic.

C. Library materials - Library materials are those which provide a resource for a curricular area, for independent study, or for recreational reading. These materials are generally housed in the library resource center in each building.

D. Cursory material - Cursory materials are those which are not used on a regular instructional basis which are typical or have interest or value for a short period of time. They may include articles from newspapers, periodicals, brochures, video tape programs, etc.

III. Formation of Instructional Materials and Curriculum Committee

A. It is the responsibility of the Superintendent to appoint members of the Instructional Materials and Curriculum Committee.

B. Membership of the Instructional Materials and Curriculum Committee shall include the Superintendent or his designee as Chairman, the Administrative Assistant or Director of Instruction, one secondary principal, one elementary principal, one elementary librarian, one secondary librarian, and the academic area co-chairmen.

C. Term of Office

1. Academic chairmen for the duration of their co-chairman of their area.

2. All other position - term of office to the minimum of one year, maximum of three years.

D. Duties and Responsibilities of Instructional Materials and Curriculum Committee are:

1. Assist in coordinating an established curriculum of the Marysville School District;

2. Assist in leading curriculum development efforts;

3. Assist in setting curriculum priorities;

4. Examine, evaluate and make appropriate recommendations on all requests for adoption of instructional materials;

5. Recommend placement of materials at appropriate instructional levels;

6. Screen all instructional materials for sexual and racial bias prior to recommendation;

7. Reconsider challenged materials when appropriate;

8. Make recommendations to the Superintendent;

9. A regular meeting schedule be agreed upon by the Instructional Materials and Curriculum Committee members at the first meeting;

10. Each of the Instructional Materials and Curriculum Committee members other than advisory members shall have one vote. A majority vote shall rule.

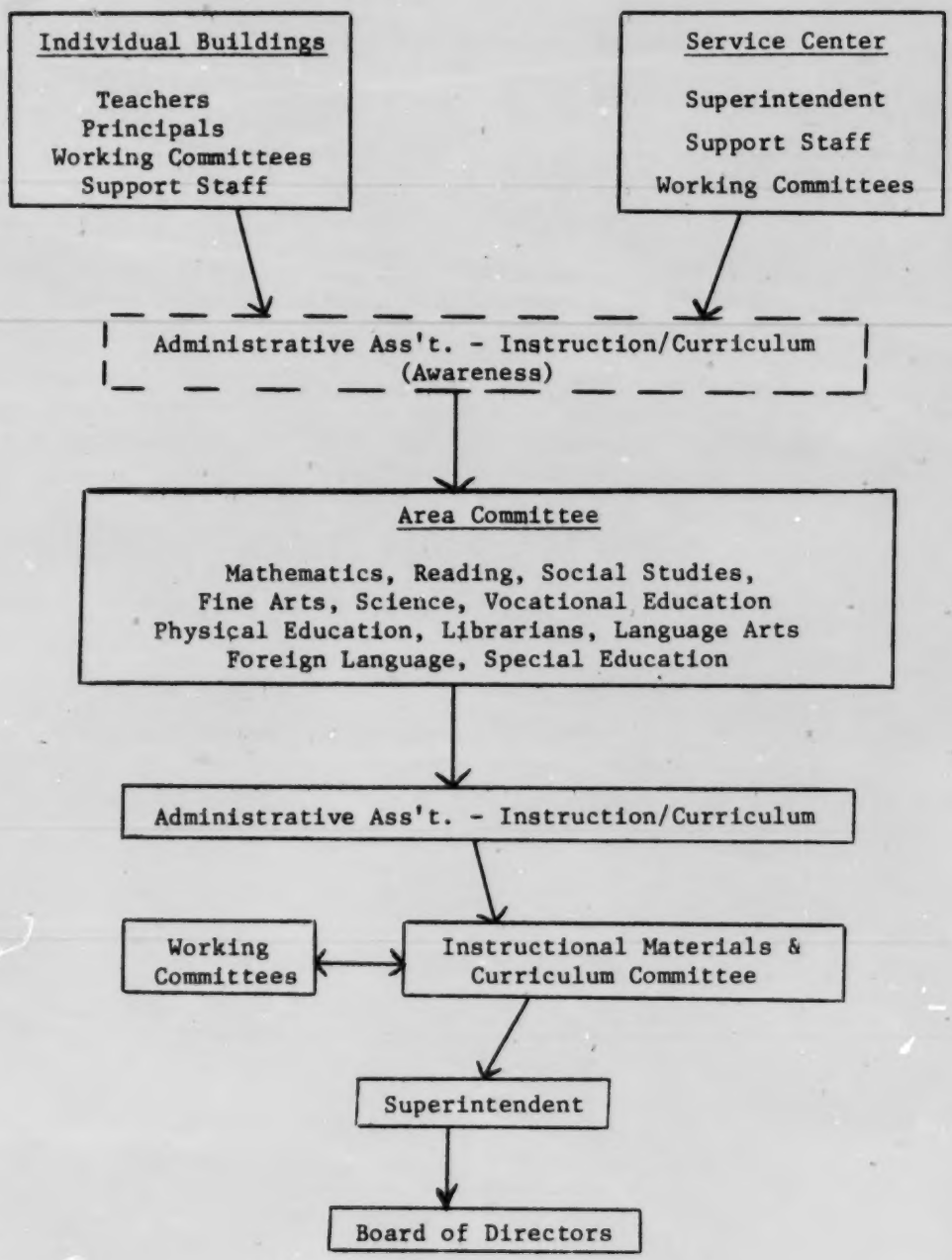
IV. Selection Procedures

A. The procedure for the selection of Basic and Supplementary materials shall be as shown on the flow chart below:

See following page

MARYSVILLE SCHOOL DISTRICT

Basic and Supplementary Instructional Materials Selection Procedure



V. Pilot Usage of Materials:

A. Pilot usage of materials are limited to a one-year testing period. Following the one-year period the materials will either be recommended for adoption by the Instructional Materials and Curriculum Committee or their use will be discontinued in any classroom in the Marysville School District.

B. Request for pilot usage of materials may be initiated by teacher, principal, building committee, or academic area committee.

C. Request is to be made directly to the Administrative Assistant-Instruction/Curriculum for approval or disapproval.

D. Materials purchased for pilot usage must be only ordered in limited quantities. In most cases a classroom set of 35 to 40 will be the guideline.

E. The teacher, principal, building committee, or academic area committee will evaluate the pilot materials and report their evaluation to the appropriate academic area committee no later than May 15.

F. Materials recommended for usage by the Instructional Materials and Curriculum Committee and adopted by the Board of Directors will then be placed upon the appropriate section of the Approved Textbook List. Those materials not recommended by the Instructional Materials and Curriculum Committee will be sent to the Instructional Materials Office for disposition by the Administrative Assistant-Instruction/ Curriculum.

VI. Procedures for Handling Challenged Instructional Materials:

The following procedures will be used for consideration of objections to any print or non-print materials purchased for use within the school district.

A. When a complaint is received at the school the teacher(s) should be notified of the complaint and its source.

B. The teacher or principal shall contact the complainant and if possible resolve any misunderstanding. The complainant requests withdrawal of the book or item. A copy of the Marysville School District For Reconsideration of Instructional Materials form shall be presented to the complainant with an explanation of the procedure for registering a complaint.

C. If a request for reconsideration of instructional materials is completed by the complainant the material in question shall be reviewed by the Instructional Materials and Curriculum Committee may refer the challenged instructional material to appropriate area committee for evaluation. The Instructional Materials and Curriculum Committee shall make a recommendation within 20 working days to the Superintendent. The Superintendent shall make recommendation concerning the challenged materials to the Board for their decision. The Board judgment shall be final. The notification of the decision shall be sent to the complainant within 10 days of Board action.

D. The staff shall take appropriate action to implement the decision of the Board of Directors.

VII. Student Use of Instructional Materials, Conditions for Loan and Depreciation Scale.

A. Maintenance and care of records of all instructional materials within the building is the responsibility of the principal or his designee.

B. Instructional materials which are required shall be furnished by the school district. Textbooks and other instructional materials will be made avaiable for loan to students.

C. Students are expected to provide adequate care and security for all textbooks and instructional materials they have borrowed from the school district. Except for normal wear all textbooks furnished for student use must be returned in good condition when called for by the instructor of the course.

D. Students shall pay the price of any lost or damaged book borrowed from the school district.

E. The depreciation scale for reimbursement shall be as follows:

1. Hardback textbooks shall be depreciated proportionately over a ten year period (10% per year).

2. Paperback materials shall be depreciated within a three year period of time depending upon the extent of usage during that year.

VIII. Disposing of Obsolete Materials:

A. When instructional materials become worn out, obsolete or damaged beyond repair, it shall be the responsibility of the Instructional Materials and Curriculum Committee to so state and request the Superintendent to dispose of the materials.

B. Selection Procedures for Library Materials

Library materials are those which provide a resource for any areas of the curriculum, materials for independent study, or for recreational reading. These materials are generally housed in the library-resource center in each school building.

Selection of materials for the library-resource centers shall be the responsibility of the school librarian. Guidelines for the selection of library materials are found in the policies of the Marysville School District relating to instructional materials. Other guidelines for library materials are the American Association of School Center Programs (rev. 1969); and with SPI library media suggested policies and standards. Within the procedures outlined above paperback books may be selected by librarians from the shelves of local outlets.

Materials will be evaluated as to their appropriateness for the age level and reading ability of the students. The librarian will select whenever possible from standard evaluation guides. Any material of a possible controversial nature must be approved by the Instructional Materials and Curriculum Committee.

Students, teachers, and administrators will be encouraged to recommend and evaluate books for purchase for use in the school library.

1. The materials on controversial issues shall be representative of a rational point of view and a sincere effort shall be made to select equally representative materials covering contrasting points of view.

2. The material shall not unfairly, inaccurately, or viciously disparage a particular race or religion. A writer's expression of a certain viewpoint is not to be considered a disparagement when it represents the historical or contemporary views held by some persons or groups.

3. The materials on religion are chosen to explain rather than convince and are selected to represent the field as widely as necessary for school purposes.

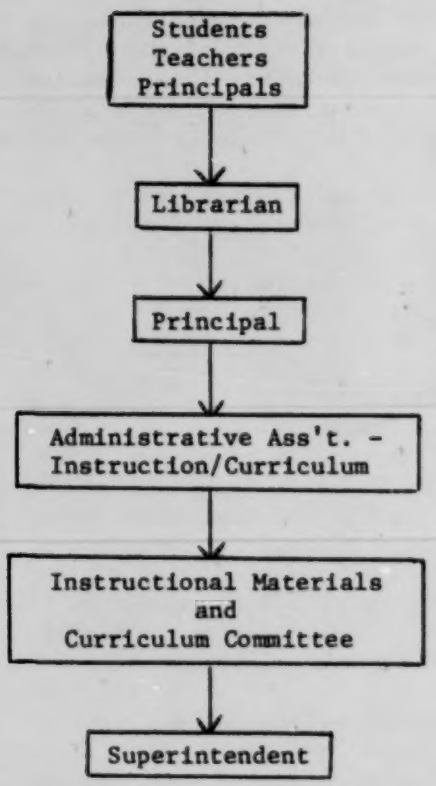
4. The selection of materials on political theories and ideologies or public issues is directed toward maintaining a balanced collection representing various views.

5. In a literary work of established quality the use of profanity or the treatment of sex is not in itself adequate reason for eliminating the material from the school library. Materials presenting accent on sex should be subjected to a stern test of merit and reality with the librarian taking into consideration her reading public. In no case shall writing include the sensational or overly dramatic.

6. Materials on physiology, physical maturation, or personal hygiene shall be accurate and in good taste.

The selection procedure for Library Materials shall be as shown in the flow chart below:

See Chart on Next Page



C. Selection Procedures for Cursory Materials and Classroom Reading Lists: Cursory materials are generally not used on a regular instructional basis and/or may be of interest or value for a short time.

Reading lists generally contain materials that are used to support and broaden the social studies and language arts curriculum. They contain current materials.

1. Whenever possible and/or appropriate these materials should be reviewed by the appropriate area committee. However, because of the timeliness of the materials it may not always be feasible to do so.

2. Thoughtful professional judgment must always be brought to these materials and the same basic questions must be considered concerning their selection.

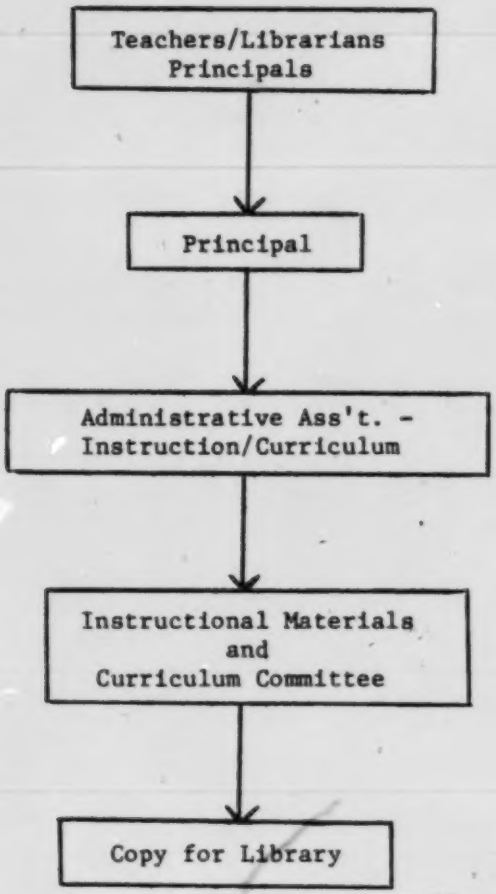
   a. Are they appropriate for the age level and maturity of the students with whom they are to be used?

   b. Are they relevant to the curriculum quality and continuity?

3. These materials must be able to be supported by the instructor as educationally sound, even though they may not be formally adopted by the Board of Directors.

4. The materials themselves shall be available for public review.

D. The selection process for Cursory Materials and Classroom Reading lists shall be shown in the flow chart below.



Model Number 2

Ephrata School District No. 165
Ephrata, Washington

PHILOSOPHY

Instructional materials in the Ephrata Public Schools shall be selected to maintain continuity in the instructional program, to provide effective basic instructional materials for all students, and to insure sufficient flexibility to meet the needs of each student in a changing society.

Requests for instructional materials may originate with people both within and outside of the school. Impetus may come from students, teachers, administrators, parents and other community members.

This selection of Instructional Materials Policy is formulated to provide the administrator, teacher and community members a basis for maintaining responsiblity for the materials used within the curriculum.

PROCEDURES FOR SELECTION AND APPROVAL

Basic instructional materials shall include those materials used within the instructional program of the school district. The recommendation of instructional materials shall be by individual buildings within the school district. Each building faculty shall evaluate materials on the basis of the district adopted instructional materials evaluation form, subject to the criteria endorsed by the State Board of Education at its meeting held December 6, 1974.

Those persons who select materials shall place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users.

A district wide instructional materials committee will review periodically the policies and procedures for instructional materials selection. The committee will review and recommend for adoption instructional materials. A further function of the committee will be to review complaints concerning instructional materials as outlined elsewhere in this policy.

INSTRUCTIONAL MATERIALS COMMITTEE

The Instructional Materials Committee will consist of a chairman appointed by the superintendent, the district librarians, two teacher representatives from each building and one building principal. The committee may be increased by additional teacher representation as necessary at the request of the committee or the discretion of the superintendent.

The chairman and librarians shall be permanent members of the committee. All other member's terms of service shall be decided by the committee at its first meeting. Terms shall be for varied periods of time to insure continuity with the committee.

The Instructional Materials Committee shall receive from curriculum development committees and other professional personnel all requests for adoption of teaching materials. The committee will act upon these requests by examining and evaluating.

It will also be the responsibility of the committee to assist with the coordination and placement of materials at all instructional levels. Subcommittees may be appointed by the Instructional Materials Committee to reiew and evaluate instructional materials within specific subject areas. These subcommittees will recommend materials to the instructional materials committee.

Regular meetings will be held in October, December, February, April and May. The first regular meeting will take place on the last Monday of October. Specific dates for the other four meetings will be determined during this meeting.

Special meetings will be called when needed.

REVIEW OF COMPLAINTS

Individuals questioning particular instructional materials will be required to state their concerns in writing on forms provided for that purpose...

The written concern will be reviewed by the Instructional Materials Committee. The committee will conduct a suitable investigation of the complaint and will report the results of this investigation to the superintendent with appropriate recommendations for action.

FREE LOAN OF INSTRUCTIONAL MATERIALS

The district will provide free textbooks, supplies and other instructional materials to be loaned to the pupils of the school.

Rules and regulations to preserve such books, supplies and other instructional materials from unnecessary damage will be established by the Instructional Materials Committee.

SCHOOL BOOK SALES OR REPLACEMENT

Textbooks or library books must be purchased at replacement cost if they are in current use within the district. The price charged for obsolete textbooks or library books is up to the discretion of the building principal.

CRITERIA FOR SELECTION OF INSTRUCTIONAL MATERIALS
ENDORSED BY THE STATE BOARD OF EDUCATION - DECEMBER 6, 1974

1. Instructional materials shall enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.

2. Instructional materials shall stimulate student growth in conceptual thinking, factual knowledge, physical fitness, literary appreciation, aesthetic values, and the development of ethical standards.

3. Instructional materials shall be of sufficient variety so as to present opposing views of controversial issues in order that young citizens may develop the skills of critical analysis and informed decision making.

4. Instructional materials hereafter developed or purchased shall contribute to the development of an understanding of the ethnic, cultural, and occupational diversity of American life.

   (a) Instructional materials shall objectively present the concerns and build upon the contributions, current and historical, of both sexes, and members of the several specific religious, ethnic and cultural groups. School districts should recognize, however, that under certain conditions, biased materials may represent appropriate resources in presenting contrasting and differing points of view.

   (b) Instructional materials shall provide models which may be used as a vehicle for the development of self-respect, ethnic pride and appreciation of cultural differences, based on respect for the worth, dignity, and personal values of every individual.

5. Instructional materials including textbooks (single or multiple), programmed learning, telecourses, packaged courses or units, filmed courses, and the like are generally the basic resources for teaching and learning. Therefore all of the above criteria should be adhered to in their selection.

CHAPTER 4

CONSIDERATION FOR TEXTBOOK SELECTION FOR A LANGUAGE ARTS PROGRAM

Claire Ortman and Beverly Young

Introduction

A public school language arts program must be designed to develop skills leading toward general competence in writing, oral communication skills and those skills needed to succeed in college or the world of work.

Thus, the content, scope and sequence of a language arts textbook series, must represent a continuous strand of skill development that increases the probability of success in language arts skillls at all levels. However, for the purpose of this study, we shall focus primarily on written language arts skills.

Rationale

The rationale for the "process approach" to composition and writing was obtained for our study by interviewing personnel at Washington State University's Department of English, and analyzing compostion course handouts, the Bellevue Washington Public School's "Curriculum Guide," and a previously completed master's thesis (Claire Hirschi, 1976). An outline of the relevant process threads was developed against which a language arts series could be judged. A composite list was then developed to identify elements for textbook selection committees so they could determine the "best" book or series for their needs. The list was further expanded to include current theory on the appropriateness of the material to the developmental level of the learner. In this way, technical data, content, format, relevance to the program, as well as knowledge on the mental development of the learner were integrated into textbook selection process.

Presently, textbooks and supplementary materials form the foundation of most language arts programs. It is imperative that texts demonstrate knowledge about the learner and the learning process. But textbooks often present too much material too soon, overlap, or worse--insure failure through improper skill maintenance and development. This means that textbook selection is most critical and only by using a most systematic evaluation scheme will appropriate language arts materials be selected.

Assessment of Textbooks

The evaluative worksheets of textbook selection considerations, developed by us may be applied to language arts texts in totality. "The Process Approach Checklist" simply illustrates strands if one desires to use a process approach. This form was

to deal only with the composition aspect of the total language arts program.

The form entitled, "Evaluation Worksheet" attempts to quantify several different components of the textbook evaluation mechanisms. Used in combination, the two model evaluation worksheets could be modified to meet any school districts specific conclusion orientation. The Appendix also contains a detailed worksheet for all English texts. In addition, several other general considerations vital to appropriate textbook selection are listed below.

1. Readability. Current thought is that a textbook should be written with a readability level lower than the level for which it is intended.

2. Usability. One must decide how "total" the textbook will be, or will it be augumented with other educational experiences.

3. Teacher strategy. Consideration must be made if the text requires different teaching strategies and whether an in-service program is necessary.

4. Prerequisite entry-behavior for users. Evaluations of texts must determine what skills the students must have to simply succeed in using the text.

5. Formal or concrete operations. One must determine the level of operations, in the Piagetian system of the text materials. Formal operations require the student "to reason without visual props," cites Case (Case, 1975). There were evidences in books we examined of examples of formal operations that appeared difficult for many children to assimilate; for example, introducting metaphors as figurative language in composition seems to be a formal operations level and somewhat too abstract for seventh graders.

Conclusions

While this chapter is most brief, the reader will begin to grasp the scope of planning a language arts program K-12. The oral and written communication skills of any program will need more than an adopted textbook series to make it complete. However, our intent was to provide an initial entry into the evaluation of language arts program and texts. By adapting the following evaluation instruments, professional educators may build their own unique criteria by which text adoption decisions are made.

THE PROCESS APPROACH CHECKLIST

Names of Series _____ Grade Level _____

DRAFTING SKILLS - Quantity and Exploration	1	2	3	4
A. Gathering Ideas	1	2	3	4
B. Discussion and Listing	1	2	3	4
C. Narrowing Topic	1	2	3	4
EDITING - Quality and Discovery	1	2	3	4
A. Ordering Ideas	1	2	3	4
B. Paragraphing	1	2	3	4
C. Building Transitions	1	2	3	4
PRESERVING - Effective Communication	1	2	3	4
A. Revising	1	2	3	4
B. Grammatical Correctness	1	2	3	4
C. Sharing Writing With Others	1	2	3	4
KINDS OF COMPOSITIONS EMPHASIZED	1	2	3	4
A. Writing to Imform or Explain	1	2	3	4
1. Personal	1	2	3	4
2. Factual	1	2	3	4
B. Writing to Depict: Description	1	2	3	4
C. Writing about Action: Narration	1	2	3	4
D. Writing to Convince: Persuasion	1	2	3	4

KEY

1 = Well incorporated in this series

2 = Mentioned, but not developed

3 = No discussion

4 = Non-applicable

EVALUATION WORKSHEET

I. Technical Data

A. Bibliography

1. Titles _____

2. Authors _____

3. Publisher _____

4. Date and Edition _____

B. Construction

1. Is it a hardback?	YES	NO	
2. Is it part of a series?	YES	NO	
3. Additional materials needed?	YES	NO	NO, BUT ARE AVAILABLE
C. Field Tested?	YES	NO	UNKNOWN
D. Documentation?	YES	NO	
E. Basal Material?	YES	NO	
F. Evaluation Material Included?	YES	NO	UNKNOWN

II. Content

							Key
A. Meets course objectives	1	2	3	4	NA	M	4. Very good
B. Suitable topics	1	2	3	4	NA	M	3. Good
C. Topical sequence	1	2	3	4	NA	M	2. Adequate
D. Scope and sequence	1	2	3	4	NA	M	1. Weak
E. Enrichment problems	1	2	3	4	NA	M	NA. Not Applicable
F. Usability for future classwork	1	2	3	4	NA	M	M. Missing
G. Up-to-dateness	1	2	3	4	NA	M	
H. Motivational aspects	1	2	3	4	NA	M	
I. Written clearly	1	2	3	4	NA	M	
J. Illustrations part of lesson	1	2	3	4	NA	M	
K. Ethnicism/sexim	1	2	3	4	NA	M	
L. Overall appeal	1	2	3	4	NA	M	TOTAL

CHAPTER 5

CRITERIA FOR PHYSICAL SCIENCE TEXTBOOKS

Richard L. Williams and Jack C. Horne

While one could examine a broad spectrum of science texts, we chose to examine one small band within the total range--physical science texts. A search through El-Hi Textbooks in Print and Books in Print both published in 1976 revealed a total of at least 30 physical science textbooks in print for secondary students, and nearly as many for the college level. Our intent was to sample these titles and then evaluate and compare their treatments. However, rather than providing that analysis we provide a synopsis of criteria that school districts ought to adapt so that higher quality and more teachable physical science materials are selected. But, we will present a short evaluative sketch of selected physical science texts which we evaluated.

Criteria for Conducting Textbook Evaluations

Technical data. Technical data for each textbook must include the title, author, publisher, date, edition examined, and laboratory activities. Some states require field testing data before adoption, thus this facet should be noted.

Scope and sequence. Traditionally, the concepts of "scope and sequence" have meant that a pattern of student learning experiences has been planned. "Scope" implies the relative impact of the subject to be studied. When planning for "depth" or "breadth" of a definite program such as science, planners determine the scope. There is a great difference in the scope of topics covered in a general physical science course being designed for high school juniors or seniors who desire to learn about physical phenomena as compared to the typical physics course. The latter will treat each topic somewhat in depth, while the former will address similar and probably other topics. Yet, all topics are selected and designed to provide a wider exposure to the students so that breadth of the disciplines is stressed.

The concept of sequence implies that the activities will be structured by a prescribed design. Sequence is usually developed by: (1) logic--each topic follows a definite entry and exit; (2) topic--the concepts are sequenced to provide some "Gestalt" of the subject; (3) hierarchy chart--each topic is subdivided into specific learning increments, all being arranged in patterns of known to unknown to be expanded from simple to complex; and (4) a combination of the three.

All books should be examined to determine the scope of topics and the order of sequencing within the text. Since similar topics appear in nearly all books, it is possible to compose a topical table of categories. A simple coding scheme was developed by us to indicate the approximate percentage of the total book devoted to each topic. The numerals above the code in the tables indicate the order of topics within each text. Our "Evaluation Model for Comparing Relative Emphases in Physical Science Textbooks," on the next page, is then followed by a discussion of the criteria.

EVALUATION MODEL FOR COMPARING RELATIVE EMPHASES IN PHYSICAL SCIENCE TEXTBOOKS

ORDER	TOPICS
○	Science Skills (Measurement)
○	Kinematics and Dynamics
○	Heat and Temperature
○	Wave Motion Light & Sound
○	Electricity & Magnetism
○	Properties of Matter
○	Properties of the Elements
○	Molecules & Bonding
○	Chemical Reactions
○	Geology & Earth Science
○	Astronomy & Space Science
○	Atomic & Nuclear Physics
○	Other
	READABILITY(FRY)
	UTILITY LEVEL
	ENTRY SKILLS
	STRATEGY USED
	EVALUATION PROVIDED

TECHNICAL DATA

Title:

Author:

Publ:
Date:
Lab Book:
Field Tested:

COMMENTS:

KEY: ○ = <5%; ◐ = 5-15%; ● = >15%

NOTE: The key has been developed to illustrate an instant visual message. One can quickly determine the relative emphasis of the text in a quantitative dimension. The greater the shading in the circle; the greater the amount of treatment.

To use this form, it is necessary for the teachers to make decisions about topic placements. For example, "light" could be approached from an optics viewpoint, from the wave viewpoint as a complement to sound, or from a theoretical viewpoint as electromagnetic radiation. All of these approaches would be grouped under "WAVE MOTION: LIGHT AND SOUND".

Teaching strategy. Teaching strategies were based on seven criteria: (1) concept orientation, (2) process orientation, (3) lecture-discussion inclination, (4) activity orientation, (5) the separation of disciplines, (6) the integration of disciplines, and (7) problem solving emphasis. Concept orientation indicates the emphasis on what is to be learned, in this case--concepts. Process orientation places more emphasis on the processes of science e.g., observation, inference, hypothesis, experimentation; and tends to be inquiry oriented. Lecture-discussion and activity indicate the probable mode of teaching to be used. The separation and integration of disciplines indicate how the science content is treated in the text.

Evaluation. Texts should be examined to determine if evaluation materials are provided, and what types are available.

Readability. All physical science textbooks must be tested for grade level readability. We used the "Fry Graph Method." To use this technique, select three separate passages in the textbook; one near the beginning, one near the middle, and one near the back of the book. Count the first one hundred words in the passage omitting proper names. Then count the number of syllables in the one hundred word sample. Next determine the number of syllables in the one hundred word sample. Next determine the number of sentences used in the one hundred words, estimating to the nearest tenth, if possible. Average the number of syllables and the sentence length measurements for the three samples. The averaged results can then be compared to a prepared graph relating sentence length to syllable number and the approximate grade level readability determined.

Research on books which students have selected for their own reading enjoyment indicate that students consistently select books with lower readability levels. This knowledge will help improve science achievement, also.

Utility Level. Text materials are designed to follow specific teaching strategies in which the teacher is encouraged to follow as the scope and sequence of topics are presented. Neither the text nor the teacher "stands alone," and the success of the text is usually a function of the teacher who is using it. It is essential to determine this aspect prior to adoption.

Prerequisite entry skills. If one accepts the developmental psychology proposed by Piaget, junior high school students are at the transitional stage between concrete and formal operations. Materials designed for this level should attempt to bridge the gulf between these two operational levels and provide a systematic link between these levels.

College textwriters assume that all students are capable of formal operational thinking. Research by McKinnon and Renner (1971), Lawson and Renner (1974), and Juraschek (1974) indicates that this assumption is invalid, and that a large number of college students do not operate at the formal Piagetian level, at least in science.

Generalizations for Further Testing

The reader is advised to recall that the conclusions are based on a "sample of convenience" that represents at most one third to one half of the available physical science textbooks. The sample is intended to illustrate an application of the evaluative model.

Scope and sequence. The topics and concepts covered in the areas of physics and earth sciences are quite similar in scope at both levels. We concluded that perhaps too many concepts are expected at both levels, and teachers should be prepared to omit portions of the texts.

The sequence of topics is remarkably consistent in the college level texts. Chemistry topics tend to follow an apparent standardized pattern beginning with general properties of the elements and the periodicity of these properties.

Secondary physical science books vary in sequential development more than college books, although a third of the books examined followed the "traditional" pattern of content. Yet, the trend seems to be toward more process skills being integrated in the texts.

Readability. Except for a few noted exceptions, the science textbooks we evaluated were written either at or just above the grade level for which they are intended. Reducing the reading level to about one grade below that intended would improve the text's useability for a substantial number of students.

Utility level. Only a few texts were "teacher-proof." Most of the examined books require that the teacher complement it.

Prerequisite entry skills. Most junior high and secondary texts had a mixture of activities requiring both concrete and formal operations. Many ratio and proportion problems do require formal operations. The concerned teacher needs to be aware of the problems some students will have making the transition from concrete to formal operations. All college texts we examined were written at the formal level: making an assumption that may not be valid for college students with a weak science background.

Strategy. The trend at both the junior high and secondary and the college levels was towards more presenting more activities, more apparent emphasis on affective objectives, and more use of inquiry strategies of teaching. The trend is most noticable at the junior high and secondary levels where the influence of newer elementary science materials can be observed.

Evaluation materials. The trend was toward inclusion of more evaluative materials, although one usually selects these from a supplemental materials list.

Summary

We recommend that one means of improving books in the area of physical science would be to provide supplemental materials designed for various regions of the country.

For example, students in the upper midwest might study glaciation of the area while students in the farwest might be studying mountain building or earthquakes. Perhaps fewer than a dozen supplements would cover the entire nation.

One can not help but observe the effects that the National Science Foundation (NSF) sponsored science programs have had on traditional textbooks. Authors and publishers support the direction of the NSF impact. Books today are more visually attractive, intellectually stimulating, and educationally sound.

CHAPTER 6

ADOPTING GENERAL MATHEMATICS TEXTBOOKS FOR JUNIOR AND SENIOR HIGH SCHOOLS

Lena Licon and Tim Burt

The typical secondary math curriculum divides the course offerings into basically two groups: (1) algebra, geometry, trigonometry, other higher math topics recognized as college prep and (2) general, career or applied--those math courses needed for vocational or utilitarian purposes.

Students who are enrolled in ninth or tenth grade general math are usually classified as "unmotivated" or "underachievers." That is, their performance in other subjects is what would "be expected" from them but their math performance is low. The other type of student who is usually enrolled in general math is the "poor" student or "low" achiever which means that all subject performances for these students are simply lower then that of peers.

Assumptions About General Math Students

There are some commonly accepted assumptions about the underachieving and low achieving math students.

The first assumption is that these students have a low reading ability. Usually a teacher who is confronted with underachieving math students tends to establish some form of special instruction such as tutoring or remedial reading. While this special instruction is often effective to some degree, it does not "reverse the patterns of thinking and behavior which have been part of the students' 'life style' for many years" (Small, et al, 1966, p. 3). These patterns are a heavy reliance on memorization as a process by which to solve a problem. Lack of confidence resulting from repeated failures in math (not necessarily only course failures), and a prevailing "I hate math" attitude which is a result of many experiences all contribute to ineffective math achievement, not simply poor reading.

A second common assumption is that these students have a low ability to think abstractly and that they function only at the concrete level. However, Small, et al (1966) reported on twelve low achieving math students and twelve underachieving math students and their ability to deal with a variety of problems at: (1) the concrete level (material was the physical model itself), (2) simi-concrete level (material was presented in pictorial form) and (3) the abstract level (material was presented in written form only). The results of this study showed no significant relationship between levels.

The third assumption, and apparently the most widely accepted, is that low achievers and underachievers in math have poor computational skills. Rodosky (1970) reported

that of 503 students from basic math courses in one studied school district, "more pupils surpassed normal expectation in the computational area than in the concepts area or application area of the California Test of Basic Skills (CTBS)." Balow (1964 from Jones, 1965) analyzed results from both a computational test and a problem solving test (Iowa Test of Basic Skills) administered to 353 students. The students were homogeneously grouped according to arithmetic achievement into Fast, Average, and Slow. He found that approximately 51% of the students fell into an area of overlap on both texts "indicating that they could have been placed in any one of the three sections" (Jones, 1965, p. 47).

If the emphasis is on computational skills at the neglect of practice of the abstract, then the low expectations become self-fulfilling prophecies: For low expectations of the students in the lower track is prevalent in most schools (Schafer and Olexa, 1971).

A review of most standardized tests will reveal that they test the higher levels of math, i.e., the abstract. The problems included in general math tend to stress simple numerical calculations with few operations needed to solve problems. The tests, however, use two or three step problems in which the student must decide a sequence of operations. Yet, if students are not exposed to these higher level concepts, then there should not be an expectation that they will score well on tests which require them. The issue for this chapter is whether the textbooks used in the general math class reflect and perpetuate these assumptions.

Theories Of Learning Mathematics

Before examining some selected general math texts, it is essential to establish selected theories of learning mathematics as reference points.

Concrete Versus Formal

Some writers dealing with the improvement of math skills stress the utilization of Piaget's concepts of concrete and formal levels of operations (Dienes, 1960; Copeland, 1974). The concrete level is characterized by thinking based on actions performed on objects, while the formal level is characterized by thinking in the abstract by using symbols which do not require physical or concrete experiences (Copeland, 1974).

The concrete level of operation is usually associated with younger children, while the abstract level tends to be developed at eleven or twelve years of age (Copeland, 1974). Teachers tend to misinterpret Piaget to mean that older children do not need concrete experiences. The underachieving or low achieving math students (because of their difficulty in dealing with the abstract problems in math) are consequently vieiwed as being "immature" math student who need extensive work in usage of the algorithms. There are many fallacies in this reasoning but one is of prime importance.

Although experience with the topic is necessary to evolve from the concrete level to formal level, experience is usally interpreted as referring to the "young child's experience." However, the concrete mode of solving a problem is not limited to the "young child." Adults who learn about DNA structures are usually shown a physical model along with the explanation, unless those adults have had extensive experience with bio-chemistry. Thus, quality math experiences are critical, as Jordan (1977) emphasized.

Rote-learning Versus Adaptability

Traditional math curricula stress mechanical accuracy (Dienes, 1960; Skemp, 1963). Simple answer-getting consists of learning basic facts and rules. This learning does not foster imagination, enterprise or adaptability. Instead it fosters an associative kind of learning. Tasks, therefore, need to be provided which appear differently but have essentially the same conceptual theme. This is not to say that practice is unessential, but that drill tends to be associated with rote learning, while practice carries the connotation of application, especially if the practice problems utilize manipulative math-related objects.

Puzzles Versus Real-life Applications

Application of math concepts is very important to learning. Application provides teachers an opportunity to discover whether a student has gained the ingenuity and flexibility to use the concept being learned. The typical content for an application problem usually consists of items such as income tax, consumer buying practices, budgeting building houses, or rowing boats upstream. Even the best math person is bored by continued use of these kinds of problems, much less underachievers or lower achievers who have a lower threshold of boredom--or, do little upstream boat rowing! Puzzles and games provide practice in information processing intuitive processes, and logical inference in a challenging yet motivational manner.

Analyzing Secondary Texts

Criteria for Evaluation

General math textbook should be examined using the following eight criteria:

1. Complexity of problems. Complexity is determined by whether there is a predominance of computation problems involving one or two steps, abstract problems with one or two steps, or abstract problems invloving multiple steps.

2. Topical sequence. Sequence is determined by whether the content of the textbook begins with a review of the basic operations of arithemetic followed by algebra, geometry, probability or other such topics; begins with algebra, geometry or other topics and ends with discussions of algorithms; or concentrates on algebra, geometry or other such topics with usage of algorithms integrated into the problems involved in these topics.

3. Instructional approach. Does the book emphasize drill which means a numerical explanation followed by 10 or more practice problems; rote learning which means a short discussion, numerical example and followed by 10 or more practice problems; or discovery which means a discussion followed by varied problems reinforcing the concept to be learned?

4. Applications. Does the book use traditional type problems of consumerism, rate and distance or measurements; traditional problems with games and puzzles as extras; or primarily games or puzzles?

5. Teacher-proofness. Herrick (1950) described textbooks as falling into three categories. A "Level III" text is highly structured requiring that the teacher follow the text very closely to get full benefit from the content. A "Level I" text allows great flexibility to the teacher in presenting material. "Level II" indicates a moderate amount of both structure and flexibility.

6. Pre-entry requisite for the teacher. Some texts, vis a vis content material, seem to be made for the teacher who is suddenly confronted with "teaching math" and who has little or no math background other than those courses required of a college student. Others require a moderate background in math, while still others an extensive background.

7. Operational level. The determination of operational level is made by whether problems and explanations require construction and/or utilization of a physical or pictorial model (concrete) or whether problems and explanations are presented abstractly (formal).

8. Illustrations. Does the book use illustrations minimally (only in conjunction with a problem), moderately (a few scattered throughout the book), or abundantly. The following two worksheets exemplify these criteria and others.

EVALUATION WORKSHEET "A"--MATHEMATICS TEXTS

BIBLIOGRAPHIC AND TECHNICAL DATA

Part of a series:	____ Yes	____ No		
Requires additional materials:	____ Yes	____ No		
Field tested:	____ Yes	____ No	____	Unknown

1. Complexity:	Computation	____
	Two/three step	____
	Multiple step	____
2. Sequence:	Algorithms, higher level topics	____
	Higher level topics, algorithms	____
	Higher level topics only	____
3. Pedagogical approach:	Drill	____
	Rote learning	____
	Discovery	____
4. Applications:	Traditional	____
	Puzzles as frills	____
	Puzzles	____
5. Teacher proofness:	Level I (open)	____
	Level II (flexible)	____
	Level III (teacher proof)	____
6. Pre-entry requisite:	Minimum	____
	Moderate	____
	Extensive	____
7. Operational level:	Concrete	____
	Formal	____
8. Illustrations:	Minimum	____
	Moderate	____
	Abundant	____

Comments:

EVALUATION WORKSHEET "B"--MATHEMATICS TEXTS

I. Technical Data

A. Bibliography

1. Title
2. Authors
3. Publisher
4. Date & Edition

B. Teaching Aids

1. Additional materials needed? yes - no - unknown
2. Additional materials available from publisher? yes - no - unknown
3. Evaluation material included? yes - no - unknown
4. Evaluation material available from publisher? yes - no - unknown

II. Content

A. Suitable topics	1	2	3	4	NA	M	
B. Topical sequence	1	2	3	4	NA	M	
C. Scope and sequence	1	2	3	4	NA	M	
D. Enrichment problems	1	2	3	4	NA	M	
E. Review problems	1	2	3	4	NA	M	
F. Provides for individual differences	1	2	3	4	NA	M	
G. Usability for future classroom	1	2	3	4	NA	M	
H. Up-to-dateness	1	2	3	4	NA	M	
I. Motivational aspects	1	2	3	4	NA	M	
J. Written clearly	1	2	3	4	NA	M	
K. Illustrations part of lesson	1	2	3	4	NA	M	
L. Ethnicism missing	1	2	3	4	NA	M	

KEY

4. Very good
3. Good
2. Bad
1. Very bad
NA. Not applicable
M. Missing

TOTAL ☐

III. SMOG Readability Level _____

IV. Usability

A. Level I, II or III

B. Pre-entry requisite for teacher

C. Teacher Strategy

D. Student self-directional

Evaluation Worksheet "B"--Cont.

V. Prerequisite Entry Behavior - Students

VI. Systematic Development

A. "Concrete" or "Formal" operations

B. Do topics follow a particular theory of how kids learn the subject?

VII. Recommendation for Adoption

4. Outstanding - should be adopted

3. Good - possibly should be adopted

2. Average - could be adopted

1. Below average and/or does not meet our needs

Summary and Conclusions

A small sample of general math texts was evaluated using the two preceding forms. It was obvious that publishers produce two different types of books in their junior high series. The first type teaches and advances arithmetic skills, while the second type stresses algebra. Simialr types of books however, covered the same topics. The organization and mode of presentation were determining factors which made one text more useful than another. Pictures and illustrations showing concrete examples were most appealing. Also, books that had periodic review of basic skills (formative evaluations) as well as enrichment problems for advanced students were appealing.

There were aspects of all the books that were unappealing. Renmants of our so called "modern math" area made token appearances throughout all of the texts. Sets, functions, base number systems other than base ten, and number properties were incorporated in many books without being a useful or integral part of the text. Electronic computers seemed to have made an impression on textbook writers. Most of the books had a chapter or at least a section on flow charting--unrelated, of course, to the rest of the book. There was also an alarming amount of sophisticated geometry "plugged in somewhere" in several books. This leads to the impression that publishers felt they must include these topics so that their books would be "modern" and thus more sellable. These ploys relegate important topics such as area, volume and percents to the back of the book where they might not be taught in a normal school year. It appears that students who are deficient in math skills simply reflect deficient textbooks!

CHAPTER 7

SELECTING EIGHTH GRADE SOCIAL STUDIES TEXTS

Richard Huselton, Randy Suess, and Bill Mayberry

This chapter presents two aspects of evaluating and selecting an eighth grade textbook in social studies. Most districts will prepare their own evaluation form and determine what items should be included in it to make it valid for their needs. Two suggested valuation forms are included with this chapter to aid teachers, administrators, or curriculum selection committees in determining which textbook will "best fit" into the district's curriculum. Although designed for social studies, the forms are flexible and could be used with almost any curriculum by making appropriate changes.

Methodology of Selection

Most districts now have curriculum committees which help in the decision making process of selecting textbooks. The committee's task is not an easy one. It is difficult to determine a "good" textbook just by casually looking at a book or series. An in-depth study of each text is ideal, because it allows the evaluator to compare details which are not necessarily considered when just skimming through a book.

Yet, conducting an in-depth study has a major disadvantage. The amount of time spent examining each book may take too long, especially when a district has several texts from which to decide. What is an evaluator expected to examine? Unless the data collected from each text are written, there may be a lack of consistency in determining the "best" text.

One process of evaluating texts which is better than any in-depth "look," is to use a text in a pilot program. This allows a teacher to observe strengths and weaknesses of the text in an actual classroom situation. The teacher tries the book with the students and observes how they like it and react to it. The major disadvantage to this idea, is that only one textbook can be piloted at a time and some type of evaluation must yet precede the pilot program.

Thus, an evaluation form is mandatory for selecting the best text <u>for the students</u>.

Included are several areas which should be examined in every evaluation. One must make determinations of what should be evaluated, how it should be evaluated, and other technical data, such as content, readability, usability, student prerequisite entry, illustrations, organization, ethnicism, and availability of evaluation materials.

The above information must then be analyzed as to which text best fits the needs of the district. Once all these tasks have been established, the curriculum committee gives its report to the superintendent, who brings it to the school

board. After the board has accepted the textbook, it can then be ordered from the publisher.

Some General Considerations

The evaluation models in this chapter have a variety of applications, with the basis of evaluation being analysis. The method of evaluation is to use either a ranking order, or a written narrative. The suggestive ranking order follows from high to low, i.e., highly positive to highly negative. A short written explanation and evaluator comments are encouraged.

The technical data are obtained for reference use. In a social studies text, early publication dates may be assumed to illustrate books which are biased on sex, race, or cultural matters. Almost all texts published before 1970 are biased or insensitive in their approach to ethnicism, or the equal treatment of sexes or groups. For example, women are given precious little credit, and different racial groups are not referenced or provided with some representation. Knowing this information, a district might not select an older text, unless it has been revised to eliminate sexist/racist or cultural biases.

District personnel must determine if the content addresses the major objectives established for the course. This is especially important since the establishment of student learning objectives is required by state law in Washington. If a text does not fit part of the scope and sequence of the class, the text ought not be purchased unless it is intended for supplemental usage, or supplemental material is being purchased to augment it.

In history, the topics which are covered are very important. Evaluators must determine if too much or too little emphasis has been put on selected topics. This relates to ethnicism, showing both sides to controversial subjects and allowing the student a means by which to evaluate issues.

Readability is a critical consideration. There are several readability tests which can be used to determine the readability level of the text. Some of them are the Dale-Chall method, Fry method, Cloze method, and the SMOG method which is described in the appendix and used in the evaluation form.

The SMOG test gives a rather accurate reading level that a child needs before the text can be comprehended. Below are the steps of SMOG.

1. Count ten consecutive sentences near the beginning of the text to be assessed, ten in the middle, and ten near the end. Count as a sentence any string of words ending with a period, question mark, or exclamation point.

2. In the thirty selected sentences, count every word of three or more syllables. Any string of letters or numerals beginning and ending with a space or punctuation mark should be counted if you can distinguish at least three syllables when you read it aloud. If a polysyllabic word is repeated, count each repetition.

3. Estimate the square root of the number of polysyllabic words counted from each of the three areas individually. Find the square root to the nearest perfect square. If the count lies between two perfect squares, choose the lower number. Average together the numbers obtained from the three selected areas. Add three to the approximate square root. This procedure gives the "SMOG" grade equivalent which is the approximate reading grade needed if one is to comprehend the text materials.

The ideal readability level is one grade lower than the grade of the child.

Illustrations are considered very important in history texts. A good text has pictures and illustrations which complement the lessons and provide a concise visual to aid student understanding and appreciation of the material. When the illustrations are clearly formated, they make the text more appealing. Pictures many times explain more than the students can get from reading the text.

Organization of a history text is important. The evaluator observes if the text skips from topic to topic or if it has a precise order with smooth transitions. Students have a difficult time gaining an overall historical perspective when a varified formal is used.

Making history books motivational is a very hard task to accomplish. Few texts have mastered the feat. An evaluator might make special note of a text that is highly motivating. Students who are motivated by the text are more willing to read and therefore learn more. Evaluators can determine if a text uses motivational techniques by actually reading the entire text.

Ethnicism is studied before a text is chosen. Now, most publishers will not release texts unless they are free from bias. As stated previously, this was not the case a few years ago. It does not take an evaluator long to note if a text is free of race, sex, and cultural biases. Looking at the pictures in the text will tell quickly whether the book is apparently biased or not.

Testing must take place in history. The district can either purchase a book with supplemental tests included, or have the teacher design them. Depending on what you want to test, the tests included with the texts are usually adequate. Overall, the district's format may vary accordingly to what the district wants evaluated. Districts may prioritize the items to be evaluated, in order, from most important to least important. The prioritization will vary from each district because of needs and texts to be purchased.

Examining Information

Evaluators must often choose between several good texts. Those with the best recommendations should be compared to determine which of the top-rated texts emerges as the "best one." Selecting a text for adoption is not an easy task. Teachers must realize there is more to the selection process than just thumbing through several texts--or looking at catchy covers.

Checking Social Studies Content In Textbooks

To test our forms we evaluated 13 eighth grade U.S. History Texts published between 1961 and 1972. The vast majority of the examined textbooks contained almost the same information but in varying degrees of emphasis. Almost all the texts used the traditional chronological approach in presenting topics.

Fourteen general topics were covered by nearly all textbooks at the eighth grade level. The selected topics were:

1. Exploration and Discovery
2. Colonization
3. Independence
4. Government
5. The New Democracy
6. Sectional Rivalry
7. Westward Expansion
8. Cival War
9. Immigration
10. World Affairs
11. World War I
12. The Depression
13. World War II
14. Post WW II Era

Further, the information and formats of several different texts were strikingly similar, with differences only in readability levels. Along this same vein, King (1977) cited an evaluation of 68 elementary social studies texts and found that most of the texts were written for the above average reader, some for the average reader, but none for the below average reader.

As our sample did not contain 1977 editions, we are cautious about making conclusive statements. Yet, with the textbooks appearing so similar in format and content, we must wonder--what changes have been made in the middle and late 1970's by publishing companies to reflect this nation's growing social and historical sensitivities?

SOCIAL STUDIES TEXTBOOK

EVALUATION FORM - A

	Basis of Evaluation				Method of Evaluation		
	Analysis	Sampling	Data from Publisher	Inspection	Other	Ranking	Written
I. TECHNICAL DATA							
Title							
Author							
Publisher							
Date and edition							
Paperback or hardback							
Series or alone							
Additional material needed							
Has been field tested							
Adequate documentation							
II. CONTENT (Rank each item)							
Meets course objectives							
Proper scope and sequence							
Necessary topics covered							
Topical order is adequate							
Enrichment problems included							
Usable for future classwork							
III. READABILITY							
Grade level intended for							
SMOG Grade level tested							
IV. USABILITY							
Level 1, 2, or 3							
Teaching strategies							
Pre-entry requisite (teachers)							
In-service needed							
Self-directional material							

Ranking Order

4 = Highest
3 = High
2 = Low
1 = Poorest

Terms

NA = Not applicable
M = Missing
N/A = Not available

	Basis of Evaluation				Method of Evaluation		
	Analysis	Sampling	Data from Publisher	Inspection	Other	Ranking	Written
V. STUDENT PREREQUISITE ENTRY							
Preskills needed							
Background knowledge needed							
VI. ILLUSTRATIONS							
Pictures are part of the lesson							
Clear page format							
VII. ORGANIZATION (Rank the items)							
Uniform format used							
Formal/concrete operations							
Text is motivational							
Written clearly							
Overall appeal							
VIII. ETHNICISM							
Free of race, sex, and cultural bias in the text							
IX. EVALUATION							
Evaluation materials included							
X. RECOMMENDATIONS FOR ADOPTION							
Best text for adoption							
Very good, possible adoption							
Average text							
Below average							
XI. ADDITIONAL COMMENTS							

SOCIAL STUDIES TEXTBOOK EVALUATION FORM-B

_____ School District

_____ School Cource Title _____ Grade _____

I. Technical Data

Title _____ Author(s) _____

Publisher _____ Date _____ Edition _____

Hardback _____ Paperback _____ Part of a series: yes ___ no ___

Additional printed materials are necessary: yes _____ no _____

This book has been field tested: adequately _____ some _____ none _____

Documentation: adequate _____ some _____ none _____

Basal text _____ Supplemental text _____

II. Content

Rate the book on each of the following items on a four (4) point scale. Value the points as follows: 4-superior; 3-good; 2-fair; 1-poor; m-item is missing; NA-not applicable.

The book meets objectives for this course. ☐

The book will be used in the proper sequence and ☐

falls within established K-12 scope. ☐

Necessary topics are covered. ☐

Topical order is appropriate. ☐

Enrichment problems are a integral part of the topics. ☐

Usability for future classwork or life-up-to-dateness. ☐

III. Readability

Number of pages sampled _____. Grade level _____

Type of readability formula used: SMOG _____ FRYE _____ other _____

IV. Usability

Level: 1 _____ 2 _____ 3 _____

Teaching strategies

Pre-entry requisite for teacher

In-service: considerable amount necessary _____ minimum amount _____

Student self-directional materials: adequate _____ some _____ none _____

V. Student Prerequisite Entry Behavior

Preskills

Backgrond knowledge

VI. Organization

Rate the book on each of the following items on a four (4) point scale. Value the points as follows: 4-superior; 3-good; 2-fair; 1-poor; m-item is missing; NA-not applicable.

Topics follow a particular theory of learning ☐

Orientation of themes ☐

Motivational aspects ☐

Written clearly ☐

Overall appeal ☐

"Formal" operations _____ "Concrete" operations _____

VII. Illustration

Illustrations are an integral part of the lessons: yes ___ no ___

Page format is clear and uncluttered: yes ___ no ___

VIII. Ethnicism

Minorities represented: yes ___ no ___

Woman represented: yes ___ no ___

The book is free of sex bias: yes ___ no ___

XI. Testability

Evaluation information is included: yes ___ no ___

Evaluation materials are included: yes ___ no ___

X. Recommendation for Adoption

_____4 Clearly an outstanding text and should be adopted.

_____3 Very good text, possibly should be adopted.

_____2 Average text, could be adopted.

_____1 Below average text, and/or, does not meet needs.

XI. Comments

APPENDIX

OTHER EVALUATION MODELS FOR
INSTRUCTIONAL MATERALS

CURRICULUM OFFICE
Pullman Public Schools
December 18, 1975

EVALUATION CHECKLIST FOR TEXTS AND INSTRUCTIONAL MATERIALS

(Sexism and Racism Considerations)

Subject area and level _____
Title of material being evaluated _____
Publisher _____ Date _____
Name of evaluator _____ Date _____

A U O R N*

_____ 1. Are members of ethnic minorities included in the materials?

_____ 2. Are various ethnic minorities depicted?

_____ 3. Are ethnic minorities among the featured characters in the materials?

_____ 4. Is there a use of names which can be associated appropriately with ethnic minorities?

_____ 5. Do the ethnic groups represent a variety of roles, jobs and occupations?

_____ 6. Are ethnic minorities treated in non-stereotyped ways?

_____ 7. Do boys and girls participate equally in physical and intellectual activities?

_____ 8. Do girl characters aspire to a variety of non-stereotyping goals?

_____ 9. Do male characters respect female characters and respond to them as equals?

_____ 10. Are male and female characters promoted as equals?

_____ 11. Are girls shown to be developing independent lives, meeting and solving their own problems?

_____ 12. Are women, including mothers, shown in a variety of roles, including non-traditional ones?

* A = Always; U = Usually; O = Occasionally; R = Rarely; N = Never

Evaluation Checklist for Tests and Instructional Materials
(Sexism and Racism Considerations)
(Continued)

A U O R N

_ _ _ _ _ 13. Are fathers, and children of both sexes, involved in domestic chores?

_ _ _ _ _ 14. Are girls shown to be strong in stressful situations and not in constant need of boys' help?

_ _ _ _ _ 15. Are boys pictured in both physically active and passively quiet roles?

_ _ _ _ _ 16. Are girls pictured in both physically active and passively quiet roles?

_ _ _ _ _ 17. Are leadership roles shared equally by both males and females?

_ _ _ _ _ 18. Are ethnic minorities shown in positions of authority and leadership?

_ _ _ _ _ 19. Do minority characters show initiative and inventiveness?

_ _ _ _ _ 20. Are boys allowed to show emotions?

_ _ _ _ _ 21. Are girls rewarded for intelligence and achievement in intellectual pursuits?

_ _ _ _ _ 22. Do social science, literature and history course materials include the contributions of <u>specific</u> individuals representing ethnic groups?

_ _ _ _ _ 23. Do social science, literature and history course materials include examples of the contributions of ethnic groups in our society?

_ _ _ _ _ 24. Do social science, literature and history course materials include the contributions of women in our society?

_ _ _ _ _ 25. Are the works of minority authors and composers identified and used in Humanities learning materials?

_ _ _ _ _ 26. Are abilities, traits, interests and activities depicted on the basis of the individual rather than sex-role or ethnic stereotyping?

_ _ _ _ _ 27. Do written and oral presentations avoid sexist terms? (Examples: <u>mail carrier</u> for mailman; <u>early humans</u> for early man)

* A = <u>Always</u>; U = <u>Usually</u>; O = <u>Occasionally</u>; R = <u>Rarely</u>; N = <u>Never</u>

INSTRUCTIONAL MATERIALS EVALUATION FORM
Marysville School District

Directions: Rate each book on the items listed below on a 5 point scale as follows:

1-unsatisfactory; 2-poor; 3-fair; 4-good; 5-superior

	TITLES REVIEWED					
Potential Effectiveness as an Instructional Tool:						
How well does the book achieve the objectives of the course?						
How well does it give satisfactory coverage of the subject matter:						
How satisfactory is organization for effective learning?						
How clearly is material written?						
How effective is material for maintaining student interest?						
How appropriate are vocabulary and style for intended pupils?						
How accurate and up-to-date are the contents?						
How helpful to the learning process are the illustrative materials?						
How adequate are the study aids, suggested activities, bibliographies & other teaching aids?						
How durable is the construction of the book? Quality of paper:						
How clear, readable, attractive is the type?						
How adequate is the general over-all eye appeal?						
INDICATE YOUR GENERAL, OVER-ALL RATING FOR THIS BOOK:						

COMMENTS:

DATE: _____ EXAMINER: _____

Current Date _____

REQUEST TO USE A SPECIAL LEARNING RESOURCE

Principals should be cognizant of plans for using any material, outside resource person or trip which may be considered controversial. Teachers waive their right to expect administrative support if the principal had not been notified of the teacher's plans prior to the time of use. This form is designed for notifying the principal of a teacher's plans. A copy should be retained by the principal and one by the teacher.

Resource (name, type of material, etc.) _____

_____

_____

Date of use _____ Time of day _____

Do you have advance personal knowledge of the presentation? _____

Is the presentation biased or slanted as far as you know? _____

If the presentation is slanted, what plans are there for a balanced presentation?

_____

_____

_____

As plans are developed for using this resource please give consideration to the following criteria or characteristics - 1. Age Level, 2. Objectivity, 3. Values Expressed, 4. Date of Materials, 5. Opinions of Others (review), 6. Anticipated Impact on Students.

Predicted Student Outcomes _____

_____

_____

Teacher's name _____ _____

Principal _____ Approved _____ Disapproved _____

Principal's restrictions upon use _____

_____

_____

*From Hair, et al.

GUIDELINES FOR THE USE OF FREE AND SPONSORED MATERIALS

Many groups and individuals offer educational materials for classroom use. Much of this material is good and can be used to supplement, to broaden, and to enrich the content found in the regular texts and reference books. It is also valuable to the schools in that it provides students with a variety of points of view on important problems and issues.

The introduction of free and sponsored materials into the classroom must be made with caution. Therefore, all requests must be carefully evaluated by teachers and curriculum personnel of the departments involved on the basis of established criteria. Such evaluations shall be filed with the Coordinator of Learning Resources and approval for their use is given by the Coordinator and the Director of Instructional Services on the basis of the committee's recommendation.

Title _____

Sponsor _____

☐ Film

☐ Printed Material, Author _____

1. Is the material free of obtrusive of objectionable advertising?	☐ Yes	☐ No
2. Does it promote or support the point of view of a special interest group?	☐ Yes	☐ No
3. If "yes," are classroom materials available to present other points of view?	☐ Yes	☐ No
4. Is the content accurate?	☐ Yes	☐ No
5. Can the material be used without obligating the school in any way to any individual or group?	☐ Yes	☐ No
6. Is the material helpful in acnieving the goals set up for a particular unit or course?	☐ Yes	☐ No

Evaluating the material on the basis of the above criteria, do you favor its acceptance for classroom use? ☐ Yes ☐ No

Signature _____

Position _____

Date _____

*From Hair, et al.

MATERIALS EVALUATION FORM

Rate items in each category using the following scale:

Excellent 5 4 3 2 Poor 1

	book 1	book 2	book 3	book 4
A. Author's qualifications				
B. Mechanics of the book				
(1) Size				
(2) Binding				
(3) Size of type used				
(4) Quality of paper				
(5) Illustrations				
Sub Total				
C. Cost . . . . . Sub Total				
D. The publisher				
(1) Is it an established, dependable company				
(2) Service: Does the publisher provide the following services to teachers?				
a. Manuals for teachers				
1. Are they convenient to handle, easy to use				
2. Are ideas for extension enrichment, and remediation provided?				
b. Progress records for students . .				
c. Workshops for teachers				
d. Test service				
e. Awards and prizes				

	book 1	book 2	book 3	book 4
f. Willingness to respond to requests from teachers for assistance				
Sub Total				
E. Are the major objectives of the class covered by the materials being selected				
List the major objectives of the class and rate their coverage by the materials being selected				
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				
(7)				
(8)				
(9)				
(10)				
Sub Total				
F. Organization for Instruction Learning-Teacher's edition and/or workbooks				
(1) Does the organization of materials facilitate ease of program management				
(2) Are the materials useful in various instructional settings; i.e. large group, small group, individual				
(3) Are activity oriented assignments an integral part of the program				
Sub Total				

book 1	book 2	book 3	book 4

G. Is the reading level appropriate for the students who will be using it . . .

H. Is the material bias free? i.e., race, sex, cultural.

I. Your final ranking of each book: Use only one statement per book, i.e., no mixing or hedging.

4. Adopt
3. Review further
2. Interesting, but not as suitable as others
1. Reject

EVALUATION OF ELEMENTARY ENGLISH TEXTBOOK PROGRAMS

	Perfect Score	Series 1	Series 2
I. AUTHORSHIP, RESEARCH and OBJECTIVES			
A. Does the authorship team reflect:			
1. Classroom teaching experience?	3		
2. Research and knowledge of language arts?	3		
3. Research and knowledge of linguistics?	3		
B. Research and Objectives:			
1. Does the program include a clear statement of pupil objectives for each level?	3		
2. Do the objectives consider individual differences in learning among pupils?	3		
3. Does the basic philosophy of the program reflect current research in approaches to teaching and learning English?	3		
II. FORMAT			
A. Are the textbooks appealing to pupils in color and design?	3		
B. Do colorful illustrations motivate pupil interest?			
C. Are the illustrations an integral part of the lessons rather than decoration?	3		
D. Is the lesson format open and uncluttered?	3		
E. Are lesson titles clearly indicated?	3		
F. Does each lesson begin at the top of a page?	3		
G. Are the type size and style of each book appropriate for the maturity of pupils using the book?	3		

	Perfect Score	Series 1	Series 2
III. ORGANIZATION OF PROGRAM			
A. Lesson Organization			
1. Does each lesson indicate what is to be presented to the pupil?	3		
2. Does each lesson have a helpful visualization?	3		
3. Does each lesson use an inductive approach which encourages pupils to make discoveries about language?	3		
4. Does each lesson encourage active pupil participation?	3		
5. Do lessons focus on the discovery and establishment of a single concept or skill?	3		
6. Does each lesson have sufficient practice?	3		
7. Are provisions included for pupils who need further practice?	3		
B. Chapter Organization			
1. Does the chapter organization promote pupil motivation?	3		
2. Does the lesson sequence in each chapter reflect consideration for pupil interests and pupil attention span?	3		
3. Does the chapter provide review exercises and testing opportunities when the pupil needs them?	3		
C. Book Organization			
1. Does the organization of the book allow the pupil to use it as a language resource for self-help and problem-solving?	3		
2. Does the pupil's text have an index?	3		

	Perfect Score	Series 1	Series 2
3. Does the pupil's text have a handbook for usage?	3		
4. Does the pupil's text have a handbook for composition?	3		
IV. Content			
A. Is there balanced treatment of speaking, observing, listening, and writing skills?	3		
B. Does the content provide a good base for the curriculum beyond the elementary grades?	3		
C. Does the content include activities that develop effective listening skills?	3		
D. Are there lessons provided for vocabulary development?	3		
E. Are there lessons provided for developing the conventions of language?	3		
F. Are there lessons provided for the appreciation and the writing of poetry?	3		
G. Are there lessons provided for developing grammar skills?	3		
H. Are there lessons provided for involving the pupil in a variety of composition activities?	3		
V. PUPIL CONSIDERATION			
A. Are there consistent provisions to allow the pupil to present original ideas in <u>spoken</u> form?	3		
B. Are there consistent provisions to allow the pupil to present original ideas in <u>written</u> form?	3		
C. Does the program provide for individual learning abilities for all pupils?	3		

	Perfect Score	Series 1	Series 2
D. Does the program prove opportunities for the pupil to participate in such activies as improvisation, role-playing, and purposeful conversation with other pupils?	3		
E. Is the program designed to insure a high degree of pupil success?	3		
F. Do lessons encourage pupils to share their ideas and experiences with their peers?	3		
G. Do compostion lessons provide opportunities for creative and imaginative use of language?	3		
H. Does the program provide an environment in which pupils are actively engaged in concept discovery rather than concept memorization?	3		
VI. TEACHER HELPS			
A. Do the Teachers' Editions provide essential background information to give teachers added confidence in their own competence?	3		
B. Do the Teachers' Editions suggest alternative teaching strategies?	3		
C. Do the Teachers' Editions suggest ideas for motivation, follow-up, and extension activities?	3		
D. Do the Teachers' Editions suggest daily teaching helps?	3		
E. Do the Teachers' Editions contain suggestions for pupil evaluation?	3		
F. Do the Teachers' Editions contain suggestions for handling individual differences?	3		
G. Do the Teachers' Editons alert teachers to possible learning difficulties and offer suggestions for overcoming them?	3		
H. Do the Teachers' Editions include references to additional materials which are appropriate for motivation, enrichment, and extension?	3		
Total Score 78	150		

ADDED ANNOTATED BIBLIOGRAPHY

Curriculum Review

CR is published monthly and contains reviews on curriculum materials and evaluations of textbooks, supplementary materials, and the like.

EPIE REPORTS

The EPIE Reports are published intermittently by Educational Products Information Exchange, a non-profit group under the direction of P. Kenneth Komoski. The reports are patterned after the various consumer reports, but focus on educational products. Listed below are three current EPIE Reports which are of interest to our seminar. The titles explain their contents.

EPIE Report Number 71. "Secondary School Social Studies: Analyses of 31 textbook Programs," Vol. 9, No. 2, Nov.-Dec. 1975, 98 pp.

EPIE Report Number 76. "Report on a National Study of the Nature and Quality of Instructional Materials Most Used by Teachers and Learners," Vol. 10 No. 1, Sept.-Oct. 1976, 47 pp.

EPIE Report Number 77. "Selector's Guide for Elementary School/Junior High School Science Programs," Vol. 10, No. 2, Nov.-Dec. 1976, 61 pp.

EL-HI TEXTBOOKS IN PRINT 1976. New York: R.R. Bowker Co., 1976.

El-Hi...presents a listing of all textbooks available to the schools, grades K-12. Bibliographic and cost data are presented.

Epiegram

The Epiegram is short newsletters published biweekly by EPIE. The topics range widely. Below are but two appropriate articles for our start.

"Censorship and Schools," Epiegram, Vol. 5, No. 13, 1 April 1977.

"Selecting Instructional Materials" Epiegram, Vol. 5, No. 6, 15 December 1976.

ERIC Sources

Current Index to Journals in Education. CIJE provides a listing by topic of several hundred periodicals in which are published articles and papers. The CIJE is similar to the Education Index.

Resouces in Education. RIE provides a listing of published and unpublished reports concerning education. Once a topic is identified and the abstract is read, you can then obtain the micro-fiche and examine the study.

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